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ABSTRACT

This three-part, long-range planning study was undertaken to assist North Idaho College (NIC) to more effectively meet the educational needs and interests of youth and adults residing in the five county Panhandle Area of Northern Idaho. Part I discusses NIC and its community; presents the results of a study of the educational plans and attitudes of high school seniors in the Panhandle Area; and provides findings from a survey of NIC students to determine their characteristics, educational plans and intentions, reasons for attending NIC, sources of information about NIC, their evaluation of the college, and their programming suggestions. Part II presents the results of a survey of the parents of fifth graders to determine parental aspirations for their children; findings of a survey of the views of community leaders concerning educational needs; information from a survey of the educational and occupational aspirations of high school graduates; results of an employer survey regarding their educational needs; opinions of college faculty concerning needed improvements, instructional methods, and facilities; financial data; an inventory of high school vocational offerings; and a space evaluation study. Part III contains an executive summary of the entire report, including recommendations. (AJL)

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PLANNING STUDY
FOR
NORTH IDAHO COLLEGE

PART I

By

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Washington State University
Pullman, Washington

September 1987

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ACKNOWLEDGMENTS

This is Part I of a two part study report for North Idaho College which has undertaken a comprehensive long-range planning study. The purpose is to assist the College to more effectively serve the educational needs and interests of youth and adults beyond the age of high school graduation residing in the five-county Panhandle Area of Northern Idaho. To assist the College with this effort, the College Board of Trustees engaged the professional consultant services of Raymond J. Young, Professor of Community and Junior College Education, Washington State University, Pullman, Washington.

Grateful appreciation is expressed to the superintendents of fourteen public school districts in the Panhandle Area and the high school principals and counselors who cooperated in getting pertinent information from the 1987 seniors. Without the full cooperation of North Idaho College administrators, especially the Dean of Academic Affairs and his office staff, the study of currently enrolled students would not have been possible. Gratitude is expressed for their assistance and to all the students who cooperated by returning the information requested. Appreciation is expressed to the Finance Division, State Department of Education, State of Idaho, Boise, Idaho for their assistance in supplying enrollment records for the school districts. Acknowledgement is also made with thanks to the Panhandle Area Council, Coeur d'Alene for economic, sociological, and demographic information about the area.

Gratitude is expressed to Wayne Stein for his good assistance in implementing the study of seniors and for coding and editing the data for

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CHAPTER I

NORTH IDAHO COLLEGE AND ITS COMMUNITY

Introduction

The primary college service area consists of the counties of Bonner, Boundary, Benewah, Kootenai, and Shoshone situated immediately south of the Canadian border in the Panhandle portion of Idaho. A brief sketch of the demographics, sociological characteristics and economic base is presented in this section. In addition, some characteristics of the college important to future planning are presented.

Population

The 1980 total population census count is shown in Table I-1 by each county and for the total area. Of the total population, 49.8% were men. Only

TABLE I-1

POPULATION BY COUNTY, 1980[a]

County	Male	Female	Total
Benewah	4,236	4,056	8,292
Bonner	12,039	12,124	24,163
Boundary	3,623	3,666	7,289
Kootenai	29,432	30,338	59,770
Shoshone	9,796	9,430	19,226
TOTALS	59,126	59,614	118,740

[a] Bureau of the Census, General Population Characteristics: Idaho, 1980, pp. 61-63.

in Benewah and Shoshone Counties were the percentages of men greater than for women--51.1% and 50.9%, respectively. In Kootenai County 59.5% of the population was in the Coeur d'Alene subdivision and in Shoshone County 53.5% of the county population was in the Kellogg subdivision. Two-thirds (66.5%) of the population in the five-county area is located in Kootenai and Shoshone Counties, which includes the cities of Coeur d'Alene, Kellogg, and Wallace.

A 1985 county population projection by persons at Boise State University forecast an increase over 1980 of 5.1% by 1990, 11.2% by year 2000, and 18.9% by year 2010. The increase by year 2010 would represent 22,440 additional persons; the increase by 1990 would represent 6,010 additional persons (Panhandle Area Council, Coeur d'Alene, Idaho). An Idaho Census Bureau Report as of July 1984 indicated the total population had increased 5.7% over the 1980 census enumeration. Largest increases had been in the Oldtown (35.4%) and Kootenai (22.5%) areas of Bonner County and the Hayden Lake (26.7%), Rathdrum (36.4%), Athol (21.5%), and Hauser Lake (18.4%) areas of Kootenai County. Overall Shoshone County had experienced a decline of 9.6% or 1,854 persons with largest population losses in the Wardner (21.0%), Smelterville (20.6%), and Kellogg (18.1%) areas. In Benewah County, except for St. Maries which experienced a small population loss of 0.4%, all other areas gained in population with the largest growth being in Plummer (14.2%). The largest growth in Boundary County had been in the Bonners Ferry area (10.3%).

In 1980, the population in the five-county area represented 12.6% of the Idaho population, and in the year 2000, population in the area is expected to be 10.4% of Idaho's population and in year 2010, 10.2%. Growth in the rest of Idaho is expected to be greater than in the Panhandle area.

Projections for 1987 of total population in the five-county area forecast an 8.4% increase over the 1980 census enumeration, an increase of 10,011 additional persons. Slightly under one-half (49.7%) were males.

Age Composition

Keeping track of the changing age composition of the population in a community college service area is important in anticipating needs for programs and different needs to be served. Shown in Table I-2 are data on age composition of the population in 1980.

Data in Table I-2 indicate that approximately one-fifth the population is age 54 and over, and slightly more than one-fourth (25.5%) is under age 15. The largest percentage under age 15 was in Boundary County. Of the people over age 54, slightly more than one-half (10.9%) were over age 65. A larger percentage of women than men were over age 65. The bulges in the population were persons age 25-39 and under age 15. While the proportion of persons age 15-24 is relatively small, in a few years they will be replaced by the larger proportion now of younger age.

TABLE I-2

AGE COMPOSITION OF THE FIVE-COUNTY AREA BY PERCENT[a]

Age	Benewah	Bonner	Boundary	Kootenai	Shoshone	Total
Under 15	26.4	24.6	27.8	25.1	26.7	25.5
15-24	16.3	14.7	14.9	16.3	16.7	16.0
25-39	22.9	24.4	22.5	23.7	33.1	23.4
40-54	14.7	15.0	15.2	14.9	14.5	14.9
Over 54	19.7	21.2	19.5	20.0	20.0	20.2

[a] SOURCE: U.S. Bureau of the Census, General Population Characteristics, Idaho, 1900, pp. 65, 66, 70, 73.

In 1987, the percentage of persons in Idaho age 16-21 was 9.8%, and in the five-county area the percentage was 9.7%. Persons age 55 and over in Idaho constituted 18.0% of the population, while in the five-county area the percentage was 20.2%. In the study area, persons age 22-54 represented 44% compared to 43% for Idaho. In the state, 29.2% were under age 16, and in the study area the percentage was 26.1%. The five-county area had a larger percentage of older age persons in the population (55 and over) than existed throughout the state.

Sociological Characteristics

In the study area 97% of the residents were white. In 1980 about one-tenth (10.1%) of the males over age 15 were separated, divorced, or widowed compared to 18.9% of the females over age 15. The highest rate of broken homes for females (19.7%) was in Kootenai County, while the highest rate for males (11.3%) was in Benewah County. Of all males over age 15, 22.8% were single compared to 15.5% of all females.

Shown in Table I-3 are percentages for each county on place of residence, work place location, and level of education by county. One can see that the largest percentage of residents over age 5 who lived in 1980 in the same house as they did in 1975 was in Shoshone County (55.2%). The lowest percentage (40.4%) was in Kootenai County. For the area, 44% of all persons over age 5 were living in the same house in 1980 as in 1975; 56% had moved.

TABLE I-3

CHARACTERISTICS OF THE POPULATION BY COUNTY, 1980[a]

Characteristic	Benewah	Bonner	Boundary	Kootenai	Shoshone
Reside in Same House as in 1975. Age 5 Yr. and Over (%)	49.0	41.1	47.9	40.4	55.2
Age 16 and Over. Worked in Residence Area (%)	92.9	87.4	95.3	81.4	97.8
Male High Sch. Grad. Age 25 and Over (%)	66.0	70.3	64.5	75.1	62.7
Female High Sch. Grad. Age 25 and Over (%)	64.5	73.7	70.9	76.1	65.0
4 or More Yrs. of College. Age 25 and Over (%)	10.0	12.1	11.4	13.8	9.7
Mdn. Yrs. of School Age 25 and Over (Yrs).	12.4	12.5	12.4	12.7	12.3

[a] SOURCE: U.S. Bureau of the Census, General Social and Economic Characteristics, Idaho, 1980, pp. 161, 163-64.

Of all persons age 16 and over reporting their place of work, 86.8% worked in the area where they lived; 13.2% worked elsewhere. The largest percentages who worked in the area where they lived were in Shoshone (97.8%) and Boundary (95.3%) Counties. The largest percentage of persons working somewhere out of the area of residence were in Kootenai County.

Except in Benewah County, a higher percentage of women age 25 and over than men the same age were high school graduates. In Benewah County, two-thirds of the men (66%) were high school graduates compared to 64.5% of the women. The highest percentage of both men and women high school graduates was in Kootenai County. The lowest percentage of men (62.7%) was in Shoshone County, and the lowest percentage of women was in Benewah County (64.5%).

Kootenai County had the highest percentage of persons who had completed four or more years of college (13.8%), and Shoshone County had the smallest (9.7%). Benewah County was next with 10%. Shoshone County residents had the lowest median years of school completed (12.3 years), and the highest was in Kootenai County (12.7 years).

Employment and Occupational Structure

The economic base for an area can be portrayed by the manner in which the working people earn a living and the occupational structure of the labor force. Shown in Table I-4 are the sources of income in 1980 for working persons age 16 and over by percentage for each county and for the Panhandle area. The percentage of private wage and salary workers for the area was approximately 72%. Percentages ranged from a low of 53.5% in Boundary County to 80.2% in Shoshone County. The largest percentages of government workers and self-employed persons in the area (22.9% and 22.6%, respectively) were in Boundary County. Within the Panhandle area, 17.4% were government employees (including public school employees), and 10.3% were self-employed. Less than one percent (0.6%) were unpaid family workers. Slightly less than three-fourths of all workers worked for someone else besides the government, but, including government, approximately 9 out of every 10 workers worked for someone else and earned a wage or salary; only 11% made a living from private enterprise by being self-employed or an unpaid family worker.

TABLE I-4

SOURCE OF INCOME FOR PANHANDLE WORKERS[a]

Source of Income	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
Private Wage and Salary	66.0	68.4	53.5	72.7	80.2	71.7
Government	21.5	17.3	22.9	17.4	14.3	17.4
Self-Employed	11.5	13.4	22.6	9.4	5.0	10.3
Unpaid, Family Worker	1.0	0.9	1.0	0.5	0.5	0.6

[a] SOURCE: U.S. Bureau of the Census: General Social and Economic Characteristics, Idaho, 1980, pp. 169, 171-72.

Data in Table I-5 reveal the occupational structure or the nature of work done by working persons over age 16 in 1980. As one might expect in a larger city area, the largest percentages of managerial and professional specialty workers (teachers, doctors, lawyers, dentists, etc.) and technical, sales, and administrative support workers (21.0% and 28.4%, respectively) were in Kootenai County. Nearly one-half the labor force in Kootenai County was in these categories of work. Workers in these two categories of occupations constituted 45.4% of the Panhandle area labor force. Percentages of persons engaged in service occupations were similar among the counties and accounted for 14.7% of the labor force in the area. It was in Boundary County where the largest percentage of workers (18%) were engaged in agricultural related occupations such as farming, fishing, and forestry, and the next highest percentage was in Benewah County (9%). Only 4.7% of the Panhandle area workers were employed in agricultural related occupations.

TABLE I-5

PERCENTAGES OF WORKERS BY OCCUPATIONAL CATEGORY[a]

Occupational Category	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
Managerial and Prof. Specialty	15.0	19.7	17.7	21.0	18.2	19.7
Technical, Sales & Administrative Support	23.9	26.4	21.1	28.4	19.0	25.7
Service Occupations	13.9	16.4	14.6	14.5	13.6	14.7
Farming, Fishing, Forestry	9.0	5.0	18.0	3.7	1.3	4.7
Precision Production Craft & Repair	13.9	15.3	12.5	14.2	29.0	16.8
Operators, Fabricators & Laborers	24.2	17.1	16.0	18.1	18.9	18.3

[a]SOURCE: U.S. Bureau of the Census, General Social and Economic Characteristics, Idaho, 1980, pp. 173, 175-76.

As one would surmise when mining was a major industry, the largest percentage of precision production, craft, and repair workers were located in Shoshone County (29%). For the Panhandle area, these types of workers made up 16.8% of the labor force. The largest percentage of operators, fabricators, and laborers (24.2%) were residing in Benewah County with the next highest percentage in Shoshone County. The relatively easy access of the Plummer, Tensed, and St. Maries areas to the Spokane East Valley manufacturing area may account for the relatively high percentage of these workers in Benewah County and in Shoshone County, mining would account for them. Overall, 18.3% of the Panhandle area labor force was engaged in these types of occupations. As the mining industry has declined during the 1980's decade, the occupational structure will change markedly, especially with people moving out of Shoshone County for employment purposes.

As of June 1986, the rate of unemployment in the Panhandle area was 9.1% compared to 6.1% for the state. The highest rate of unemployment was 23.2% in Shoshone County, nearly 1 out of every 4 persons in the labor force. Next highest rates were Bonner--8%, Kootenai--7.5%, Boundary--6.5%, and Benewah--6.4%, all higher than the Idaho state rate of unemployment (Idaho Department of Employment APIR, 1986). In 1986, 86.1% of the labor force was age 22-55, and 61% of the labor force was male; 97.5% were white.

Trends in Size of Business Establishments

The number of business establishments that employed various numbers of persons reveals the extent to which there were large, medium or small size enterprises within the several counties. The number of persons employed per business enterprise tends to reflect the extent to which there are employment opportunities in the area. Trends may also be revealed by such information as is presented in Table I-6. In the total Panhandle area there were during the 1980-84 period on the average 2 firms in operation employing over 500 employees and under 1,000. There were no really large business enterprises in the entire area. During this period, there was on the average 6.6 firms employing 250 to 499 employees. In all, enterprises employing over 249 employees constituted 0.3% of all business enterprises in operation. Most enterprises were very small (63%) and employed 1 to 4 persons; 18% employed 5 to 9 employees; 11% employed 10-19 employees; and, 5% employed 20 to 49 employees. Five percent employed 50-99 employees, and only 0.7% employed 100 to 249 employees.

TABLE I-6

PERCENTAGE OF BUSINESS ESTABLISHMENTS BY NUMBER OF EMPLOYEES

Year and County	Number of Employees							
	1-4	5-9	10-19	20-49	50-99	100-249	250-499	500-999
Benewah								
1980	62	19	10	6	2.0	0.5	0.5	---
1981	63	13	12	9	1.0	0.5	0.5	---
1982	67	18	9	5	2.0	---	0.5	---
1983	64	16	6	6	6.0	1.0	0.5	---
1984	68	14	11	4	2.0	0.5	0.5	---
TOTAL	65	16	10	5	2.0	0.6	0.5	---
Bonner								
1980	64	19	9	6	1.0	1.0	---	---
1981	62	17	12	5	2.0	1.0	0.2	---
1982	61	19	11	6	2.0	1.0	---	---
1983	67	17	9	4	2.0	0.6	0.2	---
1984	65	16	10	6	2.0	1.0	---	---
TOTAL	64	16	10	6	2.0	1.0	0.1	---
Boundary								
1980	64	17	12	5	---	1.0	---	---
1981	67	14	12	5	1.0	---	---	---
1982	66	19	9	4	1.0	0.6	---	---
1983	71	17	8	3	0.5	1.0	---	---
1984	71	14	8	5	2.0	0.5	---	---
TOTAL	68	16	10	4	1.0	0.6	---	---
Kootenai								
1980	62	18	11	7	1.0	0.6	0.2	---
1981	61	19	11	6	2.0	0.5	0.3	---
1982	62	19	11	6	1.0	0.8	0.1	---
1983	65	17	11	5	1.0	0.7	0.1	---
1984	63	18	11	6	2.0	0.8	0.1	0.1
TOTAL	63	18	11	6	1.0	0.7	0.2	0.01
Shoshone								
1980	55	20	15	5	2.0	0.3	1.0	0.8
1981	54	22	13	7	2.0	0.3	1.0	0.8
1982	57	22	12	6	2.0	0.9	0.6	0.3
1983	64	17	11	5	1.0	0.3	0.5	0.3
1984	62	19	11	5	2.0	0.5	0.5	0.2
TOTAL	58	20	12	6	2.0	0.4	0.8	0.5

The percentages of business enterprises within each county by number of employees are shown in Table I-6. One can see small variations among the several counties, but it becomes evident that the largest number of enterprises employing over 249 employees were located in Shoshone, Benewah, and Kootenai Counties in that order.

About 6 of every 10 enterprises in Shoshone, Kootenai, Borner, and Benewah Counties employed 1 to 4 persons, but in Boundary County almost 7 of every 10 were that small. Put another way, about 8 of every 10 firms in all counties employed less than 10 employees.

North Idaho College

The area served by North Idaho College, situated in the Panhandle area of Idaho, is traversed east and west by Interstate 90 providing easy access to Spokane, Washington approximately 32 miles to the west of Coeur d'Alene and 159 miles to the southeast to Missoula, Montana. Also traversing the area on an east-west basis is U.S. Highway 2. U.S. Highway 95 traverses the area north and south from the Oregon border and the Boise area to the Canadian border. State Highway 5 connects Saint Maries and Plummer, and State Highway 97 connects Saint Maries with Coeur d'Alene. State Highway 3 connects Saint Maries with Interstate 90 near Cataldo. Bus and air transportation are readily available.

The Coeur d'Alene Indian Reservation is situated in Benewah County and the southern part of Kootenai County. Much of the mountainous terrain has been designated as National Forest area. A large part of the total territory consists of the St. Joe National Forest, Coeur d'Alene National Forest, and the Kaniksu National Forest. Priest, Pend Oreille, and Coeur d'Alene Lakes cover a sizable number of square miles, and the territory boasts some of the best tourist attractions in the United States.

Nestled among tall pines on a forty-acre site that includes beach front on beautiful Lake Coeur d'Alene, North Idaho College offers the perfect setting for both learning and living. The campus is in the center of an outstanding year-around recreational area, featuring sailing, fishing, hunting, backpacking, hiking, camping, swimming, and skiing, for which northern Idaho is famous. Students enjoy the many cultural an social activities of the Coeur d'Alene and nearby Spokane, Washington, metropolitan areas.

History

North Idaho College was first known as Coeur d'Alene Junior College, a private school which was started in 1933 and operated until June 1, 1939. In January 1939, the state legislature passed the Junior College Act which permitted qualified areas to establish junior college districts by vote of eligible electors. In compliance with this act, North Idaho Junior College was established in June 1939. Its district includes all of Kootenai County; in addition, its primary service area encompasses the other four northern counties of Idaho: Bonner, Shoshone, Benewah, and Boundary. On July 31, 1971, the College became North Idaho College.

The college is one of two public community colleges in Idaho, the other being situated in Twin Falls, and they are part of a public higher education system consisting of Lewis-Clark State College, Lewiston, the University of Idaho, Moscow, Idaho State University, Pocatello, and Boise State University, Boise. None of the four private colleges are near the area. North Idaho College is the only institution in Idaho serving residents of the Panhandle area at the post high school educational level. College enrollments are found in a later section of this chapter.

Mission

The mission of North Idaho College is to provide high quality, post-secondary education to the adult population of North Idaho, with particular, but not exclusive, attention to the needs of the residents of Kootenai, Benewah, Bonner, Boundary, and Shoshone Counties. The College assumes a responsibility to provide instruction in four primary program areas--academic transfer; occupational; vocational; and continuing education. The purpose of the academic transfer curricula is to provide broad, comprehensive general education through courses parallel to those offered in the first two years at senior colleges. In addition to the core of courses necessary to meet the breadth of knowledge requirements for all college educated people, selected lower-division courses addressing specific baccalaureate majors are made available as need justifies. The purpose of the occupational curriculum is to provide two-year terminal degree programs for the student who intends to seek employment upon completion of his/her specialized training. Occupational programs are comprised of academic and applied coursework. The purpose of the vocational curriculum is to provide competency-based education in highly specialized areas which require less than sixty semester credits and few, if any, academic (transfer) courses. The purpose of the continuing education offerings is to provide academic transfer, occupational, vocational, and avocational courses both on and away from the Coeur d'Alene campus at times which are responsive to the needs of the community.

North idaho College also views as one of its primary purposes the development of vocational, occupational, paraprofessional, terminal academic, and continuing education students who are able to acquire general and/or specialized education and skills for their self-development and for enhancing their current and future employment opportunities.

In seeking to carry out these purposes, the College is dedicated to providing highly qualified faculty; well-trained and competent administrators and staff; a flexible and integrated curriculum; well-maintained and current facilities and instructional equipment; and effective student support services in non-instructional areas.

North Idaho College assumes the responsibility to be responsive to the educational needs of people of North Idaho through the associate degree level by providing quality, selectivity, and flexibility in all of its activities. Realizing that educational and employment needs are dynamic, North Idaho College seeks to provide a variety of services which continuously bring the College to the community and the community to the College.

Educational Philosophy

North Idaho College believes strongly in the dignity and worth of the individual and desires to help students better understand themselves, their fellow human beings, the physical environment, and their cultural heritage. The College stresses the importance of humane values and ethical standards and encourages all students to formulate goals and lasting principles for the enrichment of their lives.

NIC subscribes to the philosophy of the comprehensive community college, including the open-door admissions policy, and accepts the fundamental responsibility to meet the varying needs of individuals with widely divergent interests and abilities. At the same time, the College seeks to respond to the needs of area businesses, industries, and governmental agencies by preparing competent, trained personnel.

At North Idaho College, the commitment to an "open door" admissions policy is defined as providing all eligible students with access to an appropriate educational offering at the College. In the interests of accountability and effective utilization of resources, the College interprets this commitment as allowing certain designated courses of study including paraprofessional and vocational-technical programs to establish special entrance (selective admission) requirements. The College accepts the responsibility to enroll all eligible area students seeking a post-secondary education, but reserves the right to guide students into the courses and programs that will maximize their chances of success. This principle further applies to the College's authority and responsibility to require entrance testing and evaluation followed by appropriate counseling and advising designed to place individuals in courses according to their demonstrated aptitude and level of preparation.

Functions

North Idaho College seeks to fulfill its educational objectives by providing:

1. college transfer programs paralleling the freshman and sophomore level studies offered at the three Idaho state universities and one state college and other accredited institutions of higher learning in the region;
2. paraprofessional programs leading directly to careers in education, government, health services, commerce, and industry;
3. vocational and technical training to qualify graduates for entry into business, industry, and government;
4. general coursework intended to permit students to become acquainted with the various areas of knowledge, to develop competence in basic skills, or to enhance personal understanding and satisfaction;

5. continuing education on the Coeur d'Alene campus and in convenient satellite centers in the five northern county service area for local residents desiring to upgrade occupational skills, pursue special interests, or broaden their intellectual and cultural experiences;
6. guidance and counseling services to assist students in evaluating and understanding themselves and in formulating goals and values conducive to successful living; and
7. an extracurricular activity program designed to aid in the total development of the student by offering opportunities to join with other students in the pursuit of social, recreational, and cultural interests outside of the classroom.

Objectives

North Idaho College is committed to excellence in all of its educational programs and endeavors to:

1. foster the maximum total educational development of each student;
2. enhance each student's ability to communicate effectively and assimilate, organize, and evaluate information systematically and objectively;
3. help students to understand individual rights, freedoms, and responsibilities within the framework of respecting the rights of others; and
4. stimulate and enrich the intellectual and cultural life of students and the entire community served.

Fields of Study Offered

Besides a number of student services, including financial aid, career information and planning, and counseling and advising, and student organizations, the academic fields of study offered are shown below.

Anthropology
Art (Advertising Art)
Biological Sciences
Business Administration
Communication
Computer Science (Data-Processing Option)
Computer Science (Scientific Option)
Criminal Justice
Drama
Education
Engineering
Engineering Technology
English
Foreign Language
Forestry
History
Home Economics/Business
Home Economics/Child Development
Home Economics/Dietetics
Home Economics/Fashion Merchandising
Journalism
Journalism Technician
Law Enforcement
Legal Secretarial Science
Mathematics
Medical Secretarial Science
Music
Nursing
Office Administration
Physical Science (Chemistry, Physics, etc.)
Political Science
Preprofessional (pre-med, pre-dent., pre-pharm)
Psychology
Secretarial Science
Small Business Management
Sociology
Technical Law Enforcement

Vocational-Technical programs at North Idaho College are offered through the cooperation of the State Board for Vocational Education which has designated the College as an area vocational-technical school. Vocational courses vary in length from nine months to two years, and are designed to prepare the student for entry-level employment in a specific occupation.

The open-exit concept applies to most programs. Open-exit is designed for those students who have reached a level of competence in their training which enables them to enter full-time employment prior to normal completion of the course. If students are satisfactorily employed in the field of their choice at the time their regular class ends, they receive full credit and a Certificate of Completion or an Associate of Applied Science Degree.

All vocational programs have an alternate Cooperate Education component. It is required that every student attend class a minimum of 22 hours per week in order to qualify for this component. The student with part-time employment in his or her field, with the approval of the instructor, the potential employer, and the placement office, can be released from classes in order to work in his or her field.

Each program curriculum has related theory, lab, and general education components consisting of communications, occupational relations, how to get a job, managerial and computational skills. Persons enrolled in two-year programs have the option of receiving a Certificate of Completion or an Associate of Applied Science Degree.

Vocational technical programs are offered in the following fields:

Auto Body Repair & Refinishing
Automobile Mechanics
Carpentry
Computer Science/Business Applications
Diesel Mechanics
Drafting Technician
Engine Rebuilding
Electronic Technician
Heating, Ventilation, Refrigeration, and Air Conditioning
Machining Technology
Maintenance Mechanic
Motorcycle Repair
Office Occupations
Practical Nursing
Welding

Adult and continuing education, including academic evening classes, telecourses and correspondence study are offered. There are non-credit special interest courses, vocational-technical special interest courses and, adult vocational home economics courses offered designed to prepare for the occupation of homemaking and/or for employment in occupations using home economics concepts and skills.

Degrees and Certificates Awarded

The Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (APS) degrees are awarded upon successful completion of specified requirements. Certificates of completion are also awarded to students who satisfy other specified requirements.

Objectives of the AA and AS degree programs are to assist each graduate of the program to:

1. Express ideas in clear, logical, and grammatically correct written English.
2. Express ideas clearly, correctly, logically, and persuasively in spoken English.
3. Gain an understanding of mathematics as a language in which to express, define, and answer questions about the world.
4. Understand how the biological and physical sciences explain the natural world.
5. Understand the creative processes, the aesthetic principles, and the historical traditions of one or more of the fine arts.
6. Understand how major works of literature explore the human condition and examine human values.
7. Understand how major philosophies influence human thought and behavior.
8. Understand the history and culture of Western Civilization.
9. Understand cultures other than those of the United States and/or develop communication skills in a foreign language.
10. Understand how political and/or economic organizations, structures, and institutions function and influence human thought and behavior.
11. Understand how people function within society.

In order to qualify for an Associate of Applied Science Degree, a candidate must complete the requirements of an established occupational program (including at least 60 credits) with a grade point average of 2.0 (C) as approved by the Board of Trustees. This degree is offered primarily for the student who intends to seek employment in the area of his/her specialized training after completing two years of college.

A student can qualify for a Certificate of Completion by completing a minimum of 60 semester credit hours of work with a grade point average of 2.0

(C) or better, or a minimum of 64 semester credit hours of work with a grade point average of at least 1.75, or by completing a terminal vocational course as prescribed by that division.

Community Services

As a community college, North Idaho College strives to provide a quality educational environment and serve area residents through involvement in the community. Both goals are vitally important to the College and have resulted in a diversity of educational curriculum offerings and a wide variety of programs and services designed for the college community at large.

Music concerts, dramatic productions, athletic competition, cultural convocation programs, popcorn forums, the NIC public television forum, and other events are offered on a regular basis to encourage community participation and involvement. Special courses, programs, and workshops are offered on demand and are designed to meet unique interests of individuals or groups in the community. NIC endeavors to meet community needs.

Enrollment Projections

Introduction

Several methods have been used to determine potential public community college enrollments which might be expected. One method is to forecast on the basis of a ratio between each thousand of total population assuming a certain proportion would enroll in community college programs. Another method assumes that full-time equated enrollment potential of a public community college would be equivalent to a proportion of all youth age 17-18 or age 18-24 in the District. Another method is to forecast the size of freshman class each year based on proportions of projected 12th grade students who might be expected to enroll, assume a dropout rate between freshman and sophomore year to get a potential sophomore class size, then add an assumed percent increase for older age persons who would enroll part of full time.

Research and experience have demonstrated that the method which most closely approximates enrollments as they actually develop is based upon a ratio of potential community college enrollments to the size of enrollments in grades 9-12 of high schools in the service area. This method does not assume that a certain proportion of students in grades 9-12 will enroll, but it does provide the most stable base from which research has shown community college levels of service can be estimated. It does assume a relationship of full-time equated community college enrollment potential for students of all ages, young or old, to the size of grades 9-12. This is the method used in this study.

High school Enrollment Forecasts

Basic to the determination of potential public community college enrollment forecasts is the projection of students in grades 9-12 of all the high schools. To do this, actual enrollments were obtained for each grade 1-12 inclusive for all elementary and secondary schools which operated in each of the five counties during the years 1977-78 - 1986-87 inclusive. Enrollments for all schools in the five-county area of Bonner, Boundary, Benewah, Kootenai, and Shoshone were totaled separately for each grade for each year. Then ratios of change were computed between the number of pupils in each grade one year to the next grade the next year. Indices of change from one grade to the next were averaged for the total eight-year period.

On the assumption that the average index of change during the last eight years would most nearly reflect the trend for the future, it was applied to the last known actual enrollments in each grade of all schools for the five-county area separately to project from one year to the next the numbers of students in grades 9-12 expected each year to 1998-1999.

This method of projecting public school enrollments reflects differences in residential saturation, economic character, and birth rate trends throughout each county. Methods used also assume that the proportion of seriously handicapped children, school dropouts, death rates, and migration rates would remain fairly constant. This method takes into account the combined effect of these several variables. Projections are also based on the additional assumption that economic and social conditions will not change radically from what they are presently and from what they have been during the previous decade. The method does not account for the unknown happenstance of a windfall or catastrophe, such as one or more large industrial enterprises moving into or out of the area, a major economic depression, or an unforeseen military conflict. Such unforeseen events will invalidate any enrollment projection, regardless of method used.

Based upon the methods and assumptions discussed above, total numbers of students in grades 9-12 were projected as shown in Table I-7. Also shown are the expected numbers of seniors. Observing the projected enrollments, one immediately notices a decline in 9-12 enrollments until the year 1992 at which time they are expected to rise again throughout the later years of the 1990's. In the five-county area, the number of seniors is expected to decline by about 11% between 1987 and 1992, after which the number will increase. The number of seniors is expected to increase by 20% by 1998.

TABLE I-7

PROJECTED NUMBER OF SENIORS AND 9-12 ENROLLMENTS

Year	9-12	Seniors
1987	7,396	1,752
1988	7,200	1,668
1989	7,020	1,656
1990	7,012	1,636
1991	6,990	1,574
1992	7,264	1,563
1993	7,485	1,648
1994	7,587	1,607
1995	7,790	1,788
1996	7,938	1,766
1997	8,094	1,748
1998	8,304	1,876

Community College Enrollment Prospects

Experience has demonstrated that when comprehensive public community college programs are developed to meet a diversity of technical and semi-professional occupational needs in addition to appropriate programs of pre-professional and university parallel general education offerings, it is reasonable to expect the full-time equated size of the freshman and sophomore year enrollments to approximate a fourth to a third of the size of grades 9-12 in the high schools. Various factors influence this ratio such as length of time the institution has been in existence, the number of part-time adult students attracted, the amount of tuition charged, the accessibility of other educational institutions and programs, density of population, scope of program and services offered, philosophy of service held by staff and the administration, articulation with secondary schools, and previous post-high school attendance patterns of graduates. Recently other factors have begun to influence enrollment levels and they are (1) the increasing tendency of youth to travel or otherwise delay continuing their schooling and (2) the change in attitude of youth about the value of college level education. It is too soon to determine very accurately how much these trends will be reflected in public community college enrollments. Because of several factors, including a relatively low level of education held by adults, the rural and mountainous character of the area, and relatively low levels of previous college attendance patterns, it is judged that the potential enrollment in the area for the next decade would more nearly approximate a ratio of 28% of the 9-12 enrollments, if a comprehensive array of programs continue to be available in the area.

There is a difference between prospective or potential community college enrollments and predictions of actual enrollments which are expected to materialize. The former are indications of what the enrollment level ought or should be and the latter are informed guesses about what the enrollments will be. The actual enrollment which materializes may be under the potential. Over time, there is typically a gradual closing of the gap between actual and potential enrollments assuming conditions affecting enrollments are all developing in the best fashion. Whether community college enrollments approximate the potential varies. If programs develop to accommodate interests, if good guidance and counseling services develop, if the image created by the college is supportive and positive, and if an understanding exists throughout the area among residents in general about what the community college is, the types of programs and services offered, the conditions of admission and attendance and the advantages and benefits it offers, the actual will more nearly approximate the potential. It is important to keep in mind the difference between enrollment potential (or market) and predicted enrollments (the portion of the market being served).

NIC Previous Enrollments. In projecting future enrollment potential it is important to determine past experience of North Idaho College in attracting students. Shown in Table I-8 are the full-time equivalent (FTE) and headcount enrollments and the percentages which they have been of the enrollments in grades 9-12 in all public high schools in the five-county area. During the nine-year period 1978-1986, the North Idaho College headcount enrollments were 45.7% of the total enrollment in grades 9-12 of the five-county area, and the full-time equivalent enrollment was 21.8%. During the last six years, 1981 to 1986, the NIC headcount was 48.3%, and the FTE was 22.8% of the total 9-12 public school 9-12 enrollments.

TABLE I-8

LEVEL OF PREVIOUS NIC SERVICE

	Number--North Idaho College		Public School 9-12 Ratios	
Year	Headcount	FTE	Headcount	FTE
1978	3,107	1,438	0.382	0.177
1979	3,080	1,516	0.382	0.188
1980	3,310	1,666	0.424	0.213
1981	3,407	1,744	0.448	0.229
1982	3,833	1,890	0.503	0.248
1983	3,659	1,834	0.472	0.237
1984	3,471	1,716	0.438	0.217
1985	4,246	1,683	0.548	0.217
1986	3,893	1,755	0.526	0.237
TOTALS	32,006	15,242	0.457	0.218

Over the nine-year period, the headcount equated to full-time equivalent students at 47.6%. During the last six years, FTE enrollments were 47.2% of the total headcount. Data from college records indicate that of the total headcount enrollments over the nine-year period, 63.3% were enrolled for credit. The credit headcount equated to full-time equivalent credit enrollments at the 75.3% level which is typical of public community colleges in rural areas. The characteristic which is part of this college's uniqueness is the large proportion of non-credit special students being served educationally through programs designed to upgrade job skills.

NIC Enrollments by Type of Program. Enrollments are presented in Table I-9 for headcount and full-time equivalent students for academic, vocational, and special students. From the information in Table I-9 one can ascertain that the nine-year headcount in academic programs constituted 55.4% of all headcount enrollments while vocational students were 7.9% and special students 36.7%. Of the full-time equivalent enrollments, 83.5% were academic and 16.5% vocational.

TABLE I-9

HISTORY OF COLLEGE ENROLLMENTS 1978-1986[a]

	Academic		Vocational		Special	Totals	
Year	HC	FTE	HC	FTE	HC	HC	FTE
1978	1,666	1,143	295	295	1,146	3,107	1,438
1979	1,690	1,214	302	302	1,088	3,080	1,516
1980	1,907	1,358	308	308	1,095	3,310	1,666
1981	1,984	1,458	286	286	1,137	3,407	1,744
1982	2,168	1,589	301	301	1,364	3,833	1,890
1983	2,249	1,554	280	280	1,130	3,659	1,834
1984	2,005	1,446	270	270	1,196	3,471	1,716
1985	2,004	1,451	232	232	2,010	4,246	1,683
1986	2,058	1,514	241	241	1,594	3,893	1,755
TOTALS	17,731	12,727	2,515	2,515	11,760	32,006	15,242

[a] SOURCE: North Idaho College Registrar Records

Projected College Enrollments

Several assumptions have been made in projecting North Idaho College potential enrollments. The first is that high school enrollments will materialize as projected. The second is that the pattern of enrollment (i.e., academic, vocational) will remain essentially the same as it was over the past nine years. The number of full-time equivalent enrollments are projected based on the assumption they would be the same proportion of grade 9-12 enrollments for the past nine years (21.8%). The projected numbers of FTE students are shown that would be enrolled if the college reached a potential level of service rate based on 25% to 33% of enrollment in grades 9-12. Shown also are the differences between the FTE enrollments at the past level of service and improved levels of service at the 25% and 33% levels. These projections which appear in Table I-10 augur a decline of about 5% by 1991-92, but thereafter FTE enrollments are expected to increase by approximately 19% by the year 1998-1999. Between the average present level of service (21.8%) and the potential service level comparable to 25% of grades 9-12 as a base, there are an additional 240 persons that potentially might be served. At the higher service level of 33%, the average number of additional persons could be 840 with a range from 783 in 1991 to 930 by 1998-1999. This gap between the actual previous level of service and levels of service typical of public community colleges represents the challenge for improvement.

TABLE I-10

PROJECTED NIC ENROLLMENT POTENTIALS

Year	21.8%	25%	33%	25%-21.8%	33%-21.8%
1987-8	1,612	1,849	2,441	237	829
1988-9	1,569	1,800	2,376	231	807
1989-90	1,530	1,755	2,317	225	787
1990-1	1,529	1,753	2,314	224	785
1991-2	1,524	1,748	2,307	224	783
1992-3	1,584	1,816	2,397	232	813
1993-4	1,632	1,871	2,470	239	838
1994-5	1,659	1,897	2,504	243	850
1995-6	1,698	1,948	2,571	250	873
1996-7	1,730	1,985	2,619	255	889
1997-8	1,764	2,024	2,671	260	907
1998-9	1,810	2,076	2,740	266	930
TOTALS	21,248	22,522	29,727	2,886	10,091
AVERAGES	1,770	1,877	2,477	240	840

Summary

Below is summarized some of the more salient data regarding the nature of the area served by North Idaho College.

Social and Economic Characteristics

1. The 1980 total population of 118,740 is expected to increase by 22,440 persons by the year 2010, and the increase between 1980 and 1990 is estimated to be 6,010 persons. Growth in the rest of Idaho is expected to be greater than in the Panhandle area.

2. Largest population growth areas are in the Oldtown and Kootenai areas of Bonner County, Hayden Lake, Rathdrum, Athol, and Hauser Lake areas of Kootenai County, Plummer in Benewah County, and Bonners Ferry in Boundary County.

3. Population bulges were composed of persons age 25-39 and under age 15. While the proportion of persons age 15-24 was relatively small, they are being replaced by the larger proportion now of younger age. The proportion of persons age 54 and over is one in five and increasing; the Panhandle area had a larger proportion of older age persons (55 and over) than existed in the state.

4. Most, 97%, of the residents were Caucasian. About one in ten males age 15 and over were separated, divorced, or widowed compared to 18.9% of the females. Highest rates of broken homes for females was in Kootenai County and for males in Benewah County.

5. Over one-half (56%) of the panhandle area 1980 residents had changed the place of their residence during the previous five years. In this area, 86.8% worked in the area of residence with the largest percentages of workers working in the area of residence being in Boundary and Shoshone Counties.

6. Except in benewah County, a higher percentage of women age 25 and over than men the same age were high school graduates. The highest percentages of both men and women high school graduates were in Kootenai County, 75.1% and 76.1%, respectively. The lowest percentage of men graduates (62.7%) was in Shoshone County and of women (64.5%) in Benewah County. The lowest median years of school completed by residents was in Shoshone County, and the highest was in Kootenai County.

7. Nearly three-fourths (72%) of the persons employed in the Panhandle area were private wage and salary workers. The largest percentage of government workers and self-employed persons was in Boundary County. Only 11% of the workers earned a livelihood from their own private enterprise or as a self-employed or unpaid family worker.

8. Slightly over one-fourth of all workers over age 16 were in technical, sales, and administrative support occupations, and Kootenai County had the most of these workers.

9. Nearly one-fifth of the workers over age 16 were in managerial and professional specialty types of work, and Kootenai County had the most of these workers.

10. About 15% of all workers over age 16 were service workers, and Bonner County had the largest percentage of these workers.

11. About 5% of all workers over age 16 were engaged in an agriculture/forestry/fishers occupation and by far the largest percentage of these were in Boundary County.

12. The largest percentages of precision production, craft, and repair workers were in Shoshone County, but this picture may change by 1990. These workers constituted about 17% of all workers in the Panhandle area.

13. The largest percentage of operators, fabricators, and laborers (24%) were located in Benewah County; workers in these occupations constituted 18% of all workers in the Panhandle area.

14. The rate of unemployment in the Panhandle area of 9.1% in June 1986 was higher than for the state (6.1%) and the highest rate of 23.2% was in Shoshone County.

15. Between 1980 and 1984, there were no really large business enterprises in the entire Panhandle area. On the average there were 2 firms employing over 500 and under 1,000 employees and 6.6 firms employing 250-499 employees. Most businesses (63%) were very small and employed 1-4 persons. About 8 of every 10 business/industrial enterprises in the Panhandle area employed fewer than 10 employees.

16. The area is well served by transportation routes and readily available commercial air, railroad, and bus transportation, however, much of the mountainous terrain, large portions of which are National Forest areas, is not easily traversed by motor vehicle.

North Idaho College

17. Began in 1933 as a private college, Coeur d'Alene Junior College was transformed into a public institution in 1939 and today exists as one of two public community colleges in Idaho; the other is in Twin Falls. North Idaho College is the only Idaho college serving residents of the Panhandle area.

18. North Idaho College subscribes to the philosophy of the comprehensive type community college, including an open door admissions policy and accepts responsibility to meet the varying needs of individuals with widely divergent interests and abilities. Simultaneously, it seeks to serve the needs of business, industrial, and governmental enterprises by preparing competent, trained personnel. The College does this by offering vocational/technical/occupational, paraprofessional, regular college academic, terminal academic, and continuing education programs for adults of all ages and youth. Permeating all formal offerings are guidance and counseling services, and for interested students extra-curricular activities of a social, recreational, and cultural nature.

19. Vocational-technical program offered through cooperation of the Idaho State Board for Vocational Education vary in length and are designed to prepare for job entry and job upgrading in 15 fields.

20. The Associated Arts (AA), Associate of Science (AS), and Associate of Applied Science (APS) degrees are granted.

21. North Idaho College has participated in the provision of a diversity and wide variety of community services through special courses, programs and workshops, and cultural events (music concerts, dramatic productions, forums, speakers, and the like).

22. In 1986, NIC had a head count credit enrollment of 3,893 persons which equated to 1,755 full-time credit enrollments; many students enroll part-time while working. Since 1978 the College has served 32,006 persons.

23. Between 1978 and 1986, of all persons enrolled 36.7% were special students, 7.9% were vocational/technical students, and 55.4% were academic college program (terminal and transfer) students. Of the full-time equivalent credit enrollments, 83.5% were in academic college programs, and 16.5% were in vocational/technical programs.

24. The ratio of all full-time equivalent enrolled students regardless of age to the size of grade 9-12 enrollments has fluctuated, and in 1986, it as 0.237. The College served approximately 30 persons per 1,000 population. A potential for growth lies in part in increasing the service level from 30 to 50 persons per 1,000 and the ratio to grades 9-12 from 0.237 to 0.300 FTE.

25. Enrollments in the 14 high schools of the 5-county Panhandle area are expected to increase by a conservative 12.3% between 1987 and 1998. Numbers of high school seniors are expected to increase by 7%.

26. Potential for college enrollment growth lies between 1,635 and 2,500 additional head count students over each of the next ten years beyond current annual head count enrollment levels.

CHAPTER II

HIGH SCHOOL SENIOR STUDY IN THE IDAHO PANHANDLE AREA

Introduction

As part of a long-term planning study for enhancing educational programs and services, officials at North Idaho College situated in Coeur d'Alene, Idaho sought the cooperation of fourteen public school districts in their five county service area. On May 2, 1987, school administrators from each district were invited by college officials to discuss the possibilities and procedures for obtaining pertinent information from high school seniors in all schools. Representatives were present from most school districts, and some others had conflicts but sent word they would cooperate in such a study. Data gathering instruments prepared by the consultant, Raymond J. Young, which had been reviewed and modified by a College Technical Advisory Committee were reviewed, discussed, and further modified as a consequence of suggestions from school officials.

Arrangements were made to administer all data gathering instruments in all high schools during the one-week period of May 18. Directions designed to standardize the process of administering the instruments had been discussed with school officials. According to a pre-arranged schedule with each school, Wayne Stein, Research Field Coordinator, delivered to most schools an appropriate number of instruments and waited to collect them after their administration by local school personnel. Three smaller schools administered and delivered the completed instruments. Completed questionnaires were coded and edited for computer input under the Coordinator's supervision with help of personnel from North Idaho College. Data were then electronically processed by computer, and results appear in this report. Analysis of responses from seniors at each participating public school were given back to each respective school along with the completed questionnaires and do not appear by school in this report. Data from individual schools has been aggregated.

Characteristics of the Study Population

Gender and Nature of Response

Responses were received from 1,266 seniors. There were 639 boys (50.5%) and 626 girls (49.5%), and the response represented 72.3% of all 12th grade students reported enrolled as of October 1, 1986 in the schools participating (State Department of Education," Public and Nonpublic School Enrollment 1986-87 School Year," Unpublished Report). No effort was made to contact seniors who may have been absent the day on which data gathering forms were administered or to ascertain how many enrolled as of October 1, 1986 had dropped out of school or moved from the area.

Previous experience indicates that it is not unusual for 15 to 20 percent of seniors to be absent on any given day or to be off the school site during a particular hour of the day when such a study is done. However, a comparison between the numbers of seniors reported October 1, 1986 and the numbers responding within each county reveals some interesting discrepancies. Shown below are the data by county.

County	Oct. 1, 1986 Enrollment	Number of Responses	Percentage of Response
Bonner	318	217	68.2
Boundary	106	88	83.0
Kootenai	931	636	68.3
Shoshone	282	232	82.3
Benewah	115	93	80.9
TOTALS	1,752	1,266	72.3

There is concern about the relatively low percentage of return from both Bonner and Kootenai Counties. Either there had been an early graduation program, careful effort was not made to contact all seniors, families had moved, or the absentee rate was very high for the day on which questionnaires were administered. Since the effort was made to contact all seniors, regardless of future plans, a question exists as to how representative of all students the approximately 68% were from whom responses were received.

Curriculum

Thirty percent of both boys and girls throughout the five county area were enrolled in a college preparatory high school curriculum. Eight percent of the boys and 18% of the girls (13% total) were enrolled in a business education or commercial curriculum. Fourteen percent of the boys and 2% of the girls (8% total) were in a shop or industrial arts curriculum. Forty percent of all students (38% boys and 42% girls) were in a general curriculum. Four percent of the girls and 0.6% of the boys were in a homemaking curriculum (2% total). Only 0.2% of both boys and girls reported being enrolled in an agriculture curriculum. Seven percent of the boys and 4% of the girls (6% total) reported being in some curriculum other than those mentioned above.

Percentages varied among the counties for students enrolled in the different types of high school curricula. These data are presented in Table II-1 by gender of the seniors responding.

TABLE II-1

PERCENTAGE OF SENIORS BY HIGH SCHOOL CURRICULUM AND GENDER

	Business Commercial		College Preparatory		General Curriculum		Shop or Ind. Arts		Other Incl. Ag. & Home.	
County	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Bonner	10	20	20	31	50	38	14	2	6	9
Boundary	8	15	10	18	45	46	29	5	8	15
Kootenai	9	15	35	36	35	40	10	2	9	7
Shoshone	8	20	30	17	43	53	12	0	7	9
Benewah	2	36	40	20	17	29	35	4	6	11
TOTALS	8	18	30	30	38	42	14	2	10	8

Data in Table II-1 reveal that 3 of every 10 seniors responding were in a college preparatory curriculum and about 4 of every 10 were enrolled in a general curriculum with variations in patterns among the counties.

Home Situation

Sixty-one percent of the seniors lived with both their father and mother, and 39% did not. One-fifth (20%) lived with their mother (with or without a stepfather), and 6% lived with their father (with or without a stepmother). One percent lived with foster parents, and 4% lived with someone other than parents. Eight percent indicated some other living arrangement.

Almost two-thirds (65%) of all seniors indicated they earned part of the money they spend while attending high school by working on a part-time job during the school year. A slightly higher percentage of boys (67%) than girls (62%) worked.

Duration of Residence

One-half of the seniors had lived over 10 years in the area served by their high school; another 23% had lived in the area 6 to 10 years or since junior high school. Thus, of all seniors responding, nearly three-fourths (73%) had lived in their present high school district since junior high school. Another 16% had lived in the area 3 to 5 years or most if not all of their high school days. Eleven percent had lived in the area less than three years, and about 7 percent had been there less than one year which reveals some migration within the area or from outside the area.

Level of Parent's Education

When asked the highest level of school attained by their father, 6% didn't know or failed to answer. Nearly 3 of every 10 (29%) indicated their father was a college graduate, and another 15% indicated the father had some college. Five percent indicated their father had attended a business or trade school, and 27% indicated their father completed high school as the highest level of schooling. Five percent indicated their father had an 8th grade education or less, and 12% indicated the father had attended but not graduated from high school. Thus, 20% of the seniors reported their father had less than a high school education.

About 5% either didn't know or respond to how much education their mother had received. Slightly more than one-fifth (23%) indicated their mother was a college graduate, and another 20% indicated their mother had some college education. Seven percent of the mothers were reported as having attended a business or trade school, and one-third had graduated from high school as their highest level of education. Two percent of the mothers were reported to have only an 8th grade or less education, and 11% had attended but not graduated from high school. Thus 13% of the mothers were reported to have less than a high school education. As reported by seniors, a larger percentage of fathers than mothers had attained higher levels of schooling, but a larger percentage of fathers also had less schooling than did the mothers.

Senior's Plans for Further Education

Seniors were asked if their future plans included continuing their education somewhere in a school, college, or university after high school graduation. Responses are summarized and shown in Table II-2 by gender for each county as well as for the total area. Of all seniors, 63% indicated their future plans would definitely include continuing their education after high school graduation somewhere in a school, college, or university, and another 22% indicated plans would probably include more schooling. Seven percent didn't know, and 8% indicated plans would definitely or probably not include more schooling. The largest percentages of the latter were boys. As can be seen, the patterns of responses varied by county. In Bonner, Boundary, Kootenai, and Shoshone Counties a markedly larger percentage of girls than boys expected definitely to continue their education, while in Benewah County the reverse was the case.

TABLE II-2

PERCENTAGE BY EDUCATION PLAN BY GENDER AND COUNTY

County	No and Probably Not	Probably So	Definitely Yes	Don't Know
Bonner				
Boys	11	32	51	5
Girls	5	26	61	8
Total	8	29	57	6
Boundary				
Boys	24	27	35	14
Girls	13	21	61	5
Total	19	24	47	10
Kootenai				
Boys	8	21	62	8
Girls	3	19	75	3
Total	6	20	69	6
Shoshone				
Boys	12	25	55	8
Girls	4	19	70	7
Total	8	22	62	8
Benewah				
Boys	6	21	67	6
Girls	11	27	56	6
Total	9	24	61	6
Total Area				
Boys	10	24	57	9
Girls	5	21	69	5
Total	8	22	63	7

Relationship of Reported Class Rank and Educational Plans

Seniors were asked to indicate in which third of their high school class their grades up to the beginning of the current semester would place them. An analysis was made between the reported academic class rank and whether future plans would include more formal schooling. Two kinds of questions can be asked. The first is what percentage of students with a given future plan fall into the upper, middle, and lower thirds academically of their class. The second is what percentage of students reported to be in each academic rank have each of the several plans. Both questions will be discussed, but data presented in Table II-3 relate to the first question. One can see, for example, that, of the senior boys who indicated future plans would definitely or probably not include more formal schooling, 15 % reported they were in the top third academically; 51% fell in the middle third, and 34% were in the lowest third. Other data are to be read and interpreted likewise. Larger percentages of seniors whose future plans would definitely or probably include more schooling than seniors with other plans also reported grades in the top third. About the same percentages of seniors whose plans would not include more schooling or didn't know if plans would include schooling reported being in the top third (14-15%), but considerably larger percentages than for seniors with plans for college indicated they were in the lowest third. Only 6% of the seniors whose plans would definitely include more schooling were in the lowest third compared to 35% who had no plans for further schooling and 25% who didn't know future plans would include more schooling. The largest percentage of seniors in the middle third were those who indicated plans would probably include more schooling. Of concern would be those seniors not planning on more education whose grades placed them in the top third and those whose plans would definitely or probably include more schooling but whose grades were in the bottom third.

Along this same vein of concern an analysis was made regarding the second question as to the percentages in a given reported class rank who had each of the several plans. Of the boys reported ranking in the top third, 79% had definite plans for further schooling, while another 13% indicated plans would probably include more schooling. Only 4% had no plans for further education, and 3% didn't know. Of seniors reported in the bottom third, 32% indicated definite plans for further education, and 28% thought plans would probably include more formal schooling; 24% had no plans for more schooling, and 16% didn't know. A similar picture emerged for girl seniors as 87% in the top third had definite plans, and 11% believed plans would probably include more schooling. Only 2% had no plans or didn't know. Thirty percent of the girls reported in the lowest third had definite plans for more schooling, but 34% indicated plans would probably include more schooling. Fifteen percent didn't know about plans, and 21% had no plans for more schooling.

TABLE II-3

PERCENTAGES OF SENIORS BY PLANS AND REPORTED CLASS STANDING

Extent Future Plans Include More Schooling	Top Third	Middle Third	Lowest Third
No or Probably Not			
Boys	15	51	34
Girls	15	48	37
Total	15	50	35
Probably Yes			
Boys	20	62	18
Girls	22	65	12
Total	21	63	15
Definitely Yes			
Boys	50	42	8
Girls	55	42	3
Total	54	42	6
Don't Know			
Boys	16	56	28
Girls	12	67	21
Total	14	60	25
All Seniors			
Boys	36	49	15
Girls	44	48	8
Total	40	48	11

It is of interest that the largest percentage of girl seniors reported being in the middle third academically (60%) had definite plans for more schooling compared to boys (49%), although 28% of the girls and 31% of the boys thought plans would probably include more education. Twenty percent of the boys and 11% of the girls either did not have plans for more schooling or didn't know if plans would include it.

High School Curriculum and Plans

An analysis of future plans for more education and high school curriculum revealed that 83% of the boys and 88% of the girls in the college preparatory curriculum had definite plans for further schooling and another 12% and 11%, respectively, indicated plans would probably include more schooling. Five percent of the boys and 1% of the girls in this curriculum either had no plans for more schooling or didn't know if plans would include more schooling. In the business education curriculum 57% of the boys and 62% of the girls had definite plans for further education, and 26% of the boys and another 28% of the girls thought future plans would probably include more schooling. One-half of the boys and 63% of the girls in the general curriculum had definite plans for more schooling, while 28% and 23%, respectively, indicated plans would probably include more formal education. Nearly two-thirds of the boys in the shop and industrial arts curriculum either had definite plans for more schooling or thought plans would probably include it. Of the 11 girls enrolled in this curriculum, 6 (55%) had definite plans for more education, and one other senior girl in this curriculum thought plans would probably include more education. Of girls in the homemaking curriculum, 44% had definite plans for more schooling, and another 28% thought plans would probably include it.

Parents' Education and Seniors' Plans

Data were analyzed to determine what the relationship might be between highest level of education attained by parents and whether seniors' plans included more schooling after high school. In Table II-4, percentages are presented by seniors' plan for further education according to reported highest level of educational attainment by fathers and mothers. For example, 29% of the seniors with no plans for further schooling reported that their father had less than a high school education, and another 33% indicated their father was a high school graduate; 21% indicated their father had attended school beyond high school. Other data are to be read in similar fashion. It can be seen that, as senior boy's plans for including more schooling in the future plans became more definite, the percentages decreased of fathers with only a high school education or less than a high school education, while the percentages increased whose fathers were college graduates; the same pattern existed regarding the level of education attained by boy's mothers. As girl's plans became more definite for further education, the percentages of their fathers and mothers with less than high school completion decreased, and the percentages of fathers who were college graduates increased; the percentages of both parents who had some schooling beyond high school also increased. About one of every ten seniors who didn't know if future plans would include more schooling also didn't know the educational attainment level of either parent. The largest percentages of girls who didn't know if future plans would include further schooling reported parents with less than a high school education, and the largest percentage of boys who didn't know about future plans were those whose parents had only a high school education.

TABLE II-4

PERCENTAGE OF SENIORS BY EDUCATIONAL PLAN AND EDUCATIONAL ATTAINMENT LEVEL OF PARENTS

Highest Level of Parents' Formal Education	Plan for More Schooling							
	No or Probably Not		Probably So		Definitely Yes		Don't Know	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Less than High School Completion								
Father	29	23	25	17	12	16	17	38
Mother	17	26	17	21	7	12	6	34
High School Graduate								
Father	33	46	27	34	25	25	44	22
Mother	46	37	33	43	30	29	58	31
Business/Trade School/ or Some College								
Father	21	15	19	16	24	22	16	19
Mother	14	15	28	19	31	30	8	16
College Graduate								
Father	9	12	26	23	37	33	15	9
Mother	12	15	19	12	30	26	17	9
Don't Know								
Father	8	4	3	9	2	4	8	12
Mother	11	7	3	5	2	2	10	9

Seniors' Plans and Perceived Family Financial Situation

Seniors were asked to indicate among several descriptive phrases the one they believed best described their family income status. These data were analyzed along with whether senior's plans would include more schooling after high school to determine if any relationships seemed to exist. Of all seniors, 16% perceived their family frequently had difficulty making ends meet or sometimes had difficulty in getting necessities, while 25% indicated they had necessities but not many luxuries. Fifty-one percent perceived their family was financially comfortable but not well-to-do, and 6% felt their family was wealthy. Perceptions were found similar for percentages of boys and girls. The only discernable relationship for boys was that smaller percentages whose plans would probably or definitely include more schooling than boys whose plans would not include more schooling or who didn't know reported the family frequently or sometimes had difficulty in making ends meet or in getting necessities (15% compared to 23%). Larger percentages with plans for schooling also reported the family was financially comfortable or more wealthy. While the same picture emerged for girls whose plans definitely would include more schooling, it was different for girls who indicated plans would probably include more schooling. The largest percentage of any group indicating the family had the necessities but not many luxuries was the group of girls who expressed some uncertainty about whether future plans would include more schooling; a relatively large percentage (21%) also described the income status as having difficulty in making ends meet or in getting necessities. A smaller percentage than for other groups characterized the income as being comfortable or above. The perceived family income level was much less a factor for boys than girls in relating to whether plans would include further education. Larger percentages of girls whose plans would not include more schooling or who didn't know if they would than girls whose plans definitely or probably would include more formal education characterized the income as frequently or sometimes being difficult to get necessities or make ends meet. There seemed to be some relationship between future plans for schooling, particularly at the perceived lower end of the description gradation.

Effect of More Money on Plans

Seniors whose plans would definitely or probably not include further schooling were asked if they would change their plans if they had more money. Ten percent of the boys indicated plans would change; 45% indicated plans would not change, and 30% indicated maybe plans would change. Fifteen percent did not respond. Of the girls whose plans did not include more schooling, 11% would change plans with more money, and 29% might do so; 57% would not change plans; three percent did not respond. Seniors whose plans for more schooling would definitely or maybe change if more money was available and whose plans don't now include more formal education represented 3% of all seniors responding to the study.

Seniors' Plans for Next Year After Graduation

Seniors were asked what they would probably do the next year after graduation from high school. One of the purposes was to determine what percentage might plan to delay further education until sometime later. Responses are presented in Table II-5 by percentages.

TABLE II-5

PERCENTAGES OF SENIORS BY PLAN FOR YEAR AFTER GRADUATION[a]

Plan for Next Year	Boys	Girls	Totals
Work Full-Time for Someone Else	19.0	23.0	21.0
Attend a School, College, or University	46.0	56.0	51.0
Enter Military Service	18.0	3.0	11.0
Travel and See Some Things	3.0	5.0	4.0
Enter an Apprenticeship for a Trade	2.0	----	1.0
Run My Own Business	2.0	----	1.0
Work at Home for Parents	0.5	0.3	0.4
Become a Full-Time Housewife	----	2.0	1.0
I Don't Know	2.0	2.0	2.0
Other Plans	6.0	7.0	6.0
No Response	1.0	2.0	2.0

[a] Percentages may not add to exactly 100 because of rounding.

One can see that 46% and 56% of boys and girls, respectively, plan to attend a school, college, or university the next year after high school graduation. A total of 51% of all seniors expect to be in school the year following graduation. This plan compares with 57% and 69% of the boys and girls, respectively, as shown in Table II-2 who indicated future plans would definitely include more formal schooling. A total of 63% of all seniors indicated future plans would definitely include more schooling. When seniors were added who indicated future plans would probably include more schooling, the percentage was 85%. Apparently 12% of the seniors with definite plans for further education and 34% of both those who had definite plans and believed plans would probably include more schooling plan to delay their further education beyond next year after graduation.

About a fifth of all seniors expect to work on a job for someone else during the next year after high school graduation, and 11% plan to enter military service. The other 17-18% expect to do other things. The differences between the percentages of seniors who indicated future plans definitely included further schooling and those who plan to continue their education during the year following graduation are shown below by county.

	Definite Plans			Attend Next Year			Percentage Difference		
County	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bonner	51	61	57	46	57	52	5	4	5
Boundary	35	61	47	31	59	43	4	2	4
Kootenai	62	75	69	45	58	52	17	17	17
Shoshone	55	70	62	53	52	53	2	18	9
Benewah	67	56	61	56	49	53	11	7	8
Total	57	69	63	46	56	51	11	13	12

As one can see, the largest differences between the percentages of boys who indicated future plans definitely included more schooling and who expect to continue next year were in Kootenai County (15%) and Bonner County (12%). Largest percentage discrepancies for girls were in Shoshone County (18%) and Kootenai County (17%).

Class Standing and Curriculum

Since a portion of the seniors apparently expect to delay beyond at least one year after high school graduation their continued formal education, it is of interest to know which students expect to delay their schooling. An analysis was made of educational plans and plans for the next year after graduation by reported academic class standing and high school curriculum in which seniors were enrolled. Data on class standing are shown in Table II-6 according to what seniors expected to do the year after graduation. Percentages of boys and girls reported to be in each class rank are distributed by expressed plans for the next year after graduation. One can see, for example, that 70% of the boys and 76% of the girls reported to be in the top third of their class academically expect to attend a school, college, or university during the year following graduation. These percentages compare with 36% and 44%, respectively, of boys and girls reported to be in the middle third of their class and 22% and 19%, respectively, of those reported to be in the lowest third of their class. Of all seniors reported to be in the top third of their class, about three-fourths (74%) expected to continue their schooling during the year following graduation compared to 40% and 21%, respectively, of those reported in the middle and lower thirds of their classes. Percentages who expected to go to work or enter military service increased as class rank decreased; percentages were: top third--16%, middle third--40%, and lowest

TABLE II-6

PERCENTAGES OF SENIORS BY ACADEMIC STANDING AND PLAN FOR YEAR FOLLOWING GRADUATION

Next Year After Graduation Activity	Reported Academic Standing								
	Top Third			Middle Third			Lowest Third		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Attend School/College/University	70	76	74	36	44	40	22	19	21
Work Full-Time for Someone	10	12	11	25	29	27	26	47	33
Enter Military Service	10	1	5	22	4	13	26	6	20
Travel and See Some Things	2	2	2	4	6	5	2	9	4
Apprenticeship for a Trade	1	--	0.6	3	1	2	--	--	--
Run Own Business	1	--	0.4	3	--	1	1	--	1
Work at Home for Parents	--	1	0.4	--	--	--	2	--	1
Become Housewife Full-Time	--	1	0.6	--	3	2	--	4	1
Don't Know	2	1	1	1	3	2	5	9	6
Other Plans	4	6	5	5	8	6	15	4	11
No Response	--	--	--	1	1	1	1	2	1

third--53%. The three activities of attend school, work, and military service accounted for 90%, 80%, and 74%, respectively, of seniors reported to be in the top, middle, and lower thirds of their classes. The largest percentage who didn't know what they would do were in the lowest third, particularly girls.

Some portion of the difference between the percentage who expect to attend school and 100% represents both seniors who expect to delay their education and those whose plans did not include further education. To discover that portion who expected to delay, a comparison was made between plans for continued schooling and plans for attending the next year after graduation, and the differences in the percentages are shown in Table II-7. In each instance the percentage planning on school attendance the next year after graduation were lower than the percentage who indicated future plans would probably or definitely include continuing their education sometime somewhere.

TABLE II-7

PERCENTAGE DIFFERENCES BETWEEN PLANS FOR CONTINUED SCHOOLING AND PLAN TO ATTEND YEAR AFTER GRADUATION

Student Characteristics	Boys	Girls
Reported Class Rank		
Top Third	22	22
Middle Third	44	44
Lowest Third	38	45
Totals	35	34
Curriculum in High school[a]		
Business Education	47	40
College Preparatory	23	17
Shop/Industrial Arts	37	36
General	39	40

[a] Because of small numbers enrolled in Homemaking, Agriculture, and "Other" curricula, percentages would be relatively meaningless for this comparison, therefore, they were omitted.

Viewing Table II-7, it can be seen that 22% fewer boys and girls reported to be in the top third of their class expect to attend school next year than had indicated plans would probably or definitely include more schooling. This was the case for 44% of both boys and girls in the middle third and for 38% of the boys and 45% of the girls reported to be in the lowest third.

The same kind of interpretations can be made by curriculum. The least discrepancy was for seniors enrolled in the college preparatory curriculum, particularly for girls. The largest discrepancy between educational plans and activities during the next year was for boys in the business education or commercial curriculum.

Where Seniors Plan to Attend School

Seniors whose plans definitely or probably would include attending school somewhere sometime in the future were asked where they would plan to attend. Percentages of responses are shown in Table II-8 from which it can be seen that 28% (24% boys and 32% girls) planned to continue their schooling at North Idaho College; the next largest group, 23% of all seniors, expected to attend school somewhere outside of Idaho besides either Spokane Community College or Eastern Washington University. Eleven percent expected to attend the University of Idaho; 6% expected to attend military service school, and 5% expected to attend a private trade or technical school such as a business college, beauty school, nurses training, laboratory assistant or dental assistant training, and the like.

TABLE II-8

PERCENTAGES OF SENIORS BY PLACE OF PLANNED ATTENDANCE

Institution of Planned Attendance	Boys	Girls	Total
North Idaho College	24.0	32.0	28.0
Other Idaho Two-Year College	2.0	2.0	2.0
Spokane Community College	2.0	2.0	2.0
Eastern Washington University	0.3	0.6	0.5
Northwest Nazarene College	0.3	0.3	0.3
University of Idaho	10.0	11.0	11.0
Idaho State University	2.0	0.6	1.0
Lewis and Clark State College	2.0	1.0	1.0
Other Idaho 4-Year College	3.0	3.0	3.0
Vocational/Technical Institute	5.0	2.0	4.0
Private Trade/Tech. School	2.0	7.0	5.0
Military Service School	8.0	3.0	6.0
Other School/College/University Outside Idaho	22.0	25.0	23.0
No Response	16.0	10.0	13.0

Seniors By Plan for Education

Seniors planning to attend North Idaho College represented 28% and 36%, respectively of all boys and girls whose plans probably or definitely included continuing their formal schooling sometime. Of the senior boys planning to attend North Idaho College, 33% indicated future plans would probably include more schooling sometime, but 62% had definite plans for continuing their education; 5% were from the group that didn't know if future plans would include more schooling. Of the senior girls planning to attend North Idaho College, 24% indicated plans would probably include more schooling sometime, but 76% had definite plans for further schooling. Of the seniors who planned to attend the University of Idaho, 89% of the boys and 91% of the girls indicated their future plans definitely included more schooling.

Seniors By Reported Class Standing

Of senior boys reported to be in the top third of their class academically, 21% planned to attend NIC; 32% planned to attend an out-of-Idaho school other than Spokane Community College or Eastern Washington University; and, 17% planned to attend the University of Idaho. Of boys in the middle third, 28% planned to attend NIC; 10% expected to attend the University of Idaho; and, 18% expected to attend out-of-Idaho. Percentages of boys in the lowest third planning to attend NIC were 18%, University of Idaho--4%, and schools out of state--2%.

Of the senior girls reported to be in the top, middle, and lowest thirds academically, 32%, 34%, and 28%, respectively, expected to attend NIC. Percentages planning to attend the University of Idaho were, respectively, 16%, 6%, and 6% by class rank. Girls expecting to attend school out-of-state other than Spokane Community College or Eastern Washington University represented 32%, 21%, and 9% of the senior girls reported in the top, middle, and lowest thirds of their class academically. Thus 80% of the senior girls in the top third planning to continue their education planned to do so in these three locations as did 61% of the middle third and 43% reported to be in the lowest third of the class. It appears that in contrast to the other two locations mentioned where seniors plan to continue their education, the North

Idaho College could expect to draw a similar percentage of students from each of the three levels of class rank.

Student Perceptions About Why More Persons Don't Attend NIC

Seniors were asked how important they thought each of several reasons was as to why more of their high school classmates and friends might not enroll in North Idaho College. The purpose of this question as to elicit in an indirect way a reflection of the image held about who goes to NIC. Research has shown that this factor is important among youth in the selection of a college. Secondarily a purpose was to get a reflection of factors possibly perceived as obstacles to enrollment by local youth residents. While the question focused on friends and classmates, responses probably reflected personal reasons also. To discover what relationship there might be between high school academic achievement level and perceptions about this matter, data were analyzed by reported high school class rank. Results are presented in Table II-9 by gender and reported class rank. Opposite each reason and amount of importance, the highest percentage by gender in each class rank and of all seniors is underlined for ease of interpretation. For example, a glance at Table II-9 reveals that largest percentage of boys in the top third (41%) indicated they believed that high costs was of some importance as a reason why more of their friends and classmates might not enroll at NIC. The largest percentage of girls in the top third (38%) believed this reason was unimportant. The largest percentages of seniors in the middle and lowest thirds of their class as well as the largest percentages of all seniors believed that costs were of some importance why more of their friends and classmates might not enroll at NIC. One can see that higher percentages of boys and girls in the middle and lowest thirds by class rank than in the top

TABLE II-9

PERCENTAGES OF SENIORS BY REASONS WHY MORE PERSONS DON'T ENROLL AT NIC

Reasons Why More Do Not Attend By Importance Level	Top Third		Middle Third		Lowest Third		All Seniors		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Costs Are Too High									
Unimportant	36	38	25	19	26	17	29	27	28
Some Importance	41	36	40	44	44	43	41	40	41
Much Importance	18	24	28	31	24	34	24	28	26
No Response	5	2	7	5	6	6	6	4	5
Wanted Better College									
Unimportant	11	5	16	12	32	17	16	9	13
Some Importance	35	43	44	48	31	36	39	45	42
Much Importance	50	50	34	35	29	38	39	42	40
No Response	4	2	6	5	7	9	6	4	5
Desire to Live Away from Home									
Unimportant	19	11	24	16	34	15	24	14	19
Some Importance	50	48	44	39	33	32	45	43	44
Much Importance	26	40	25	39	23	45	25	40	32
No Response	5	1	7	6	9	8	6	3	5
Types of Students Going There									
Unimportant	48	54	43	41	36	40	44	46	45
Some Importance	32	33	38	43	38	45	36	39	37
Much Importance	14	12	11	11	16	4	13	11	12
No Response	6	1	7	5	10	11	7	4	6
Inadequate Info on NIC									
Unimportant	52	53	43	39	46	40	46	45	46
Some Importance	34	34	35	41	29	38	34	38	36
Much Importance	9	11	14	14	16	13	12	12	12
No Response	5	2	8	6	9	9	8	5	6
Advice from H.S. Counselors/Teachers									
Unimportant	47	50	39	37	35	40	41	43	42
Some Importance	36	41	40	42	35	34	38	41	39
Much Importance	11	6	12	15	15	15	12	11	12
No Response	6	3	9	6	15	11	9	5	7
Lack of Social Activities									
Unimportant	42	42	34	29	34	32	37	35	36
Some Importance	35	45	38	48	35	40	36	46	41
Much Importance	17	11	19	17	18	21	18	15	16
No Response	6	2	9	6	13	6	8	4	7
Program Wanted Not Offered									
Unimportant	13	8	15	10	19	13	15	9	12
Some Importance	31	29	33	34	34	38	32	32	32
Much Importance	50	61	44	51	34	38	44	54	49
No Response	6	2	8	5	13	11	8	5	7
Lack of Transportation									
Unimportant	61	52	44	38	35	43	49	44	47
Some Importance	21	38	32	37	30	26	28	36	32
Much Importance	12	9	16	19	22	23	15	15	15
No Response	6	1	8	6	13	8	8	5	6
College Too Small									
Unimportant	25	20	32	35	36	32	30	28	29
Some Importance	41	47	40	39	35	32	39	42	41
Much Importance	28	31	20	20	16	28	22	26	24
No Response	6	2	8	6	13	8	8	4	6
Lack of Athletic Programs									
Unimportant	39	36	35	34	36	38	37	35	36
Some Importance	38	46	35	43	29	32	35	43	39
Much Importance	17	16	22	16	21	21	20	17	18
No Response	6	2	8	6	14	9	8	5	7

third believed that high costs of attendance were of some or much importance. Two-thirds of all seniors (67%) believed this reason was of some or much importance as a reason why more of their friends and classmates might not plan to enroll at North Idaho College. Data for other reasons can be read and interpreted in similar fashion.

Overall, one can see that perceptions about the importance of reasons why more friends and classmates might not plan to enroll at NIC differed between boys and girls and by reported class rank. The three reasons in order of most importance as perceived by boys as well as girls in descending order were (1) desire for a better college, (2) program wanted not offered, and (3) desire to live away from home. The three reasons of least importance for both boys and girls were types of students who go there, lack of information about North Idaho College, and lack of transportation.

It is worthy of note that a higher percentage of both boys and girls reported in the top class rank than those in other ranks cited as much importance the desire for a better college and that the program wanted was not offered as reasons. Although a larger percentage of girls than boys indicated each of the reasons as being of some or much importance, the largest differences in percentages concerned desire to live away from home and that the program wanted was not offered.

Field of Most Interest for Study

Seniors were asked to indicate from a listing of 65 fields the two fields (a first and second choice) in which they would have the most interest for study after high school graduation. In addition, they were asked to write the name of any other field not listed which could be studied after graduation from high school. Responses are presented in Table II-10 by the

TABLE II-10

PERCENTAGES OF SENIORS BY STUDY FIELDS OF INTEREST

	Boys		Girls		Both	
Field of Study After High School	1st	2nd	1st	2nd	1st	2nd
Accounting/Bookkeeping	4	1	5	4	4	2
Agri-Business	--	1	--	--	--	1
Secretarial (Non-Medical or Legal)	--	--	2	2	1	1
Secretarial (Medical)	--	--	1	1	--	--
Secretarial (Legal)	--	--	6	1	2	1
Business Administration	10	4	8	5	9	4
Office Administration	--	--	--	1	--	1
Office Occupations (Clerical)	--	--	1	1	1	1
Computer: Data Processing	2	2	2	2	2	2
Computer: Scientific	3	2	1	--	2	1
General Business	3	4	1	3	2	3
Receptionist (Business Office)	--	--	1	3	--	2
Salesman/Selling	1	1	--	--	1	1
Food Service Management	1	--	1	1	1	1
Hotel/Motel Management	--	3	1	3	1	3
Agriculture--Farming	--	1	--	--	--	1
Lawn-Landscape Worker	1	--	--	--	1	--
Wildlife Game Preserve Worker	2	2	--	1	1	1
Forestry/Fishery/Range/Wildlife	4	4	1	1	2	3
Fashion Merchandising	--	--	4	4	2	2
Cook or Baker	--	1	3	2	2	1
Beauty Operator	--	--	3	2	2	1
Child Care Aide	--	--	2	4	1	2
Law Enforcement Officer	5	4	1	1	3	3
Nurses Aide	--	--	1	--	1	--
Recreational Director/Leadership	--	--	1	--	1	--
Social Worker Aide	--	--	2	2	1	1
Health Care Administration	--	--	1	1	--	1
Journalist/Journalism	1	1	2	2	2	2
Art/Artist	2	1	3	4	3	3
Dramatic Arts (Drama)	1	1	2	2	1	2
Teacher Education (Elementary, Secondary)	4	3	11	5	7	4
Dental Assisting/Hygienist	--	--	3	2	2	1
Dental Laboratory Technology	--	--	--	1	--	--
Medical Laboratory Technology	1	--	1	1	1	1
X-Ray Technology/Radiology	--	--	1	1	--	1
Nursing (RN/LPN)	1	--	4	2	2	1
Electronic Technology	3	3	--	--	2	2
Engineering Technology	6	4	1	--	3	2
Pre-Dentistry, Medical, Pharmacy	1	1	3	2	2	1
Pre-Engineering	1	2	--	--	1	1
Small Engine Repair	1	--	--	--	--	--
Automotive/Diesel Mechanics	7	5	--	--	4	2
Maintenance Mechanics	1	1	--	--	--	--
Radio & T.V. Technology	1	2	1	1	1	1
Air Cond./Refrig., Heating, Ventilation	1	--	--	--	1	--
Auto Body Repair and Refinishing	2	1	--	--	1	1
Welding	2	3	--	--	1	2
Drafting	3	2	--	1	2	1
Electrician	1	1	--	--	1	1
Carpentry	1	1	--	--	1	1
Truck Driving	2	3	--	1	1	2
Heavy Equipment Mechanics	1	3	--	--	1	1
Homemaking, Full-Time	--	--	1	2	1	1
Liberal Arts & Sciences (History, Psychology, Biology, Economics, Etc.--Col./Univ. Transfer)	3	3	7	6	5	4
None of These	10	6	11	6	10	6
No Response	2	16	1	14	1	15

percentages of boys and of girls who chose each field as first or second choice. If seniors did not have a second choice, they were asked to indicate that fact.

Fields selected as first choice by the largest percentages of boys were business administration, liberal arts and sciences, automotive/diesel mechanics, engineering technology, law enforcement, teaching, accounting/bookkeeping, and forestry/fishery/range/wildlife. Largest percentages of girls selected as first choice the fields of teaching, business administration, liberal arts and sciences, legal secretarial, accounting/bookkeeping, nursing, and fashion merchandising.

Largest percentages of boys selected as second choice fields of automotive/diesel mechanics, business administration, general business, forestry/fishery/range/wildlife, law enforcement, and engineering technology. Second choice fields of most interest to girls were liberal arts and sciences, teaching, business administration, accounting/bookkeeping, fashion merchandising, child care aide, and art.

Field of greatest interest to both boys and girls were (1) business administration, (2) teaching, (3) liberal arts and sciences, (4) accounting/bookkeeping, and (5) automotive/diesel mechanics. Predominant second choice fields were business administration, teaching, and liberal arts and sciences.

Of all seniors, 42% indicated there was a field of study not listed in which they would be interested and which could be studied after high school. Respondents were asked to write in the name of such a field. Seventeen percent listed a professional field other than nursing which requires the study of liberal arts and sciences, something many high school students don't know or haven't thought about in that way. Three additional percent mentioned a liberal arts field. About 3% mentioned communications, and 1%

identified an agriculture-related field of study. Other fields by percentage of mention were: Music--4%, mechanics--1%, management--2%, photography--2%, travel industry--2%, and miscellaneous--4%. The other 3% were scattered among 12 other fields with no concentration; some were fields listed but apparently not seen by the respondent. Miscellaneous fields ranged from floral design to bus boy and upholstery designer. There appeared to be no clustering of fields mentioned.

Seniors' Long-Range Occupational Aspirations

Seniors were asked what kind of job they looked forward to having ten years from now. On the assumption these long-term aspirations may have implications for the types of education and training necessary to achieve the goals, such information can provide clues for program development in a community college. Written responses by seniors have been categorized and are presented in Table II-11 by percentages of boys, girls, and both. Nine percent of the boys and 5% of the girls did not respond to this question, but percentages are based upon the total numbers of seniors responding. This way, the percentages can be used for projection purposes with total population groups of students from the 14 cooperating high schools.

Viewing the information one can determine that 22% of the boys and 28% of the girls aspired to a profession including nursing, engineering, and teaching. Thus 25% of all seniors looked forward to professional work ten years hence. About 21% of the boys and nearly 29% of the girls, or approximately 25% of all seniors aspired to a business related job, including their own businesses, data processing, and accounting. About 4% didn't know what kind of a job they wanted to be in, and 3% identified a variety of miscellaneous types. The only clustering in that category was that 1% identified

TABLE II-11

PERCENTAGES OF SENIORS BY OCCUPATIONAL ASPIRATIONS

Occupational Fields	Boys	Girls	Both
Nursing	0.5	2.7	1.5
Engineering	7.4	0.6	4.0
Teaching	4.7	12.5	8.5
Professional Other Than Engineering, Nursing, or Teaching	9.7	12.6	11.1
Medicine-Dentistry-Pharmacy	3.3	11.0	7.2
Office-Clerical-Secretarial	0.5	7.0	3.7
Accountant	1.2	3.0	2.1
General Business	10.3	10.2	10.3
Sales Retailing	0.6	1.4	1.0
Data Processing	1.8	0.3	1.0
Run Own Business	6.3	6.7	6.5
Day Care Center--Child Care	----	0.5	0.2
Airline Steward/Stewardess	----	1.1	0.6
Entertainer (Music, Sports, Model)	6.9	4.1	5.5
Law Enforcement	4.2	0.8	2.5
Beautician/Barber	0.2	2.2	1.2
Photographer--Commercial Artist	1.7	2.7	2.2
Maintenance	0.3	----	0.2
Building Trades	2.8	0.8	1.8
Truck Driver	0.8	0.2	0.5
Mechanic--Machine Shop	7.5	0.3	4.0
Electronics/Electricity	2.2	0.5	1.3
Drafting--Design	1.3	2.1	1.6
Factory Foreman or Worker	0.3	0.3	0.3
Agriculture/Forestry/Farming	4.2	2.2	3.2
Research	1.1	0.8	0.9
Housewife	----	1.9	0.9
Military	3.1	0.5	1.8
Miscellaneous	3.1	2.9	3.0
Don't Know	5.0	2.7	3.8
No Response	9.0	5.0	7.0

travel agent as a type of job in which they were interested. The other 36% were distributed among 18 other fields among which medicine/pharmacy/dentistry (7.2%), entertainer (5.5%), mechanic-machine shop (4.0%), and agricultural related jobs (3.2%) were of greatest interest. Nearly 2% were interested in military service as a career, and 1% planned on being a full-time housewife.

Seniors' Evaluation of Their High School Education

Seniors were asked how well they thought their high school was preparing them in terms of what they planned to do after graduation. Percentages of responses shown in Table II-12 for boys and girls and for all seniors reveal that about one-eighth (12%) believed the high school had given them just what they needed for what they planned to do later. Fifteen percent didn't believe their high school was preparing them very well, while 40% believed their preparation was fair but could have been better. About one-third (32%) indicated their high school preparation had been very good in some ways but could have been better in other ways. Although a slightly higher percentage of boys than girls thought their high school had not prepared them very well, a slightly higher percentage of boys than girls believed their education had been just what they needed.

TABLE II-12

SENIORS' EVALUATIONS OF HIGH SCHOOL EDUCATION

How Well High School Prepared	Percentages		
	Boys	Girls	Both
Not Very Well	19	12	15
Fair; Could Be Better	35	44	40
Very Good in Most Ways; Could Be Better in Other Ways	30	34	32
Giving Just What Is Needed	14	9	12
No Response	2	1	1

Two-thirds of the boys (67%) and three-fourths of the girls (76%) wrote a suggestion about how they thought their high school could prepare them better. These written comments have been given to the principal of each participating high school. Since the suggestions for high school improvement are not relevant to the purpose of this study, they do not appear in this report, except to reveal that most suggestions related to curriculum improvement, guidance, standards, and teachers.

The purpose of getting seniors' general evaluations of their prior education was to reveal the types of perceptions they hold as they enter post-high school types of education or training.

Evaluations By Plan for More Education

An analysis was made to determine how seniors whose plans would probably or definitely include more formal schooling evaluated their high school preparation compared to those whose plans would probably or definitely not include more schooling. These data which appear in Table II-13 indicate that, of the seniors whose future plans did not include more education, a higher percentage of the boys than girls evaluated their high school education less effective in preparing them for what they planned to do. In this respect 52% of the boys and 35% of the girls believed their high school had not prepared them very well or had been fair but could be better. Percentages indicating the largest incidence of response are underlined to facilitate reading and interpretation. Except for girls with no plans for further schooling and boys who did not know if future plans included more education, the largest incidence of response indicated the high school was fair but could be better in preparing seniors for what they plan to do later. In the two exceptions, students indicated their high schools were very good in some ways but could be better in other ways. Over one-half (55%) of the seniors whose plans would probably or definitely include more schooling believed the high school had not prepared them very well or were fair but could be better. This

TABLE II-13

PERCENTAGES OF SENIORS BY PLAN FOR FURTHER EDUCATION AND EVALUATION OF HIGH SCHOOL PREPARATION

How Well High School Prepared	Plans for Further Education								
	No Plans			Definitely or Probably Continue			Don't Know		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Not Very Well	19	14	18	19	11	15	12	21	16
Fair But Could Be Better	33	21	29	36	45	40	34	42	37
Very Good in Most Ways, Could Be Better in Other Ways	24	32	26	30	35	33	36	18	29
Giving Just What I Need	18	29	21	14	8	11	16	15	16
No Response	6	4	5	1	1	1	2	3	2

was the case for 55% of the boys and girls whose plans would definitely include more schooling.

Evaluation By Reported Class Rank

An analysis of evaluations according to reported class rank revealed a direct relationship between the rank and how well students believed the high schools had prepared them. Percentages of boys reported to be in the top, middle, and lowest thirds by class rank who indicated their high school had not prepared them very well were 14%, 17%, and 34%, respectively. Percentages of girls were 8%, 14%, and 19%, respectively. Percentages of boys who believed the high school had given them just what they needed were 17%, 13%, and 10%, respectively, and percentages for girls were, respectively, 10%, 8%, and 13%. A smaller proportion of the girls in the middle class rank than those in either the top or bottom third felt they had gotten just what they needed. A larger percentage of both boys and girls in the middle class rank than those in the top and bottom ranks felt their high school had been fair but all could be better in preparing them for what they planned to do. Of the boys 38% in the middle rank felt this way compared to 33% in each of the top and bottom ranks, and this evaluation was shared by 49% of the girls in the middle third compared to 39% in the top and 40% in the bottom third. The largest percentage of girls in the top rank compared to 28% in each of the middle and bottom thirds felt their high school had been very good in some ways but could have been better in other ways. This perception was held by 32%, 31%, and 21%, respectively, of the boys in the top, middle, and lowest thirds.

Evaluation By Curriculum

An analysis was made to determine if seniors in the different high school curricula felt differently about how well they believed the high school was preparing them for what they planned to do after graduation. Percentages by gender of evaluations by high school are presented in Table II-14. Opposite each curriculum and under each evaluation are shown the percentages of boys and girls in each curriculum who gave each evaluation. Opposite each curriculum the largest percentage response for an evaluation has been underlined for ease of interpretation. The largest percentages of seniors in all curricula except college preparatory indicated the high school preparation for what they planned to do after graduation had been fair but could have been better. The largest percentages of boys and girls (37% and 47%, respectively) in the college preparatory curriculum believed their high school preparation had been

TABLE II-14

PERCENTAGES OF SENIORS BY EVALUATION ACCORDING TO CURRICULUM

High School Curriculum[a]	Perceptions on How Well High School Prepared Seniors							
	Not Very Well		Fair; Could Be Better		Very Good; Could Be Better		Gave Just What I Needed	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Commercial/Bus. Edn.	17	7	38	49	30	35	11	10
College Preparatory	13	5	35	38	37	47	13	10
Shop/Industrial Arts	21	--	34	54	25	36	18	9
General	20	19	37	43	27	28	15	8
Homemaking	--	8	--	52	--	20	--	16
Other	36	15	32	46	18	31	9	8

[a] So few students were in the agriculture curriculum that percentages were meaningless, thus that curriculum was omitted. The difference between the sum of percentages for boys or girls in a given curriculum and 100 represents non-response.

very good in some ways but could have been better in other ways; 35% of the boys and 38% of the girls in this curriculum felt their preparation was fair but could be better.

The largest percentages of all seniors, about one-fifth, who thought their high school did not prepare them very well for what they planned to do after graduation were in the general curriculum. Over one-third (36%) of the boys and 15% of the girls in a curriculum not listed shared that belief as did one-fifth of the boys in the shop/industrial arts curriculum. Ten percent of the girls in the college preparatory and business curricula believed their high school preparation had given them just what they needed, and this view was shared by 13% and 11% of the boys, respectively. Most of the seniors in all curricula felt their high school preparation had been fair but could be better or very good in most ways but could be better in other ways.

Seniors' Evaluation of Educational and Occupational Guidance

Seniors were asked how much help the high school gave them in deciding what occupation they wanted to enter or in making educational plans for after high school graduation. Their evaluations are presented in Table II-15 by percentages of boys, girls, and both who indicated the several evaluations. Percentages of boys and girls were similar, but a slightly higher percentage of the boys than of girls indicated they had received little or no help in this regard. Only 13% of all seniors felt they had received all the help they needed, while over one-third (35%) felt they had received little or no help. Slightly under one-third (30%) indicated they had some but not very much help, and 19% indicated that they had received considerable help but could have used more. Whether seniors had asked for such help was a question not explored in this study.

TABLE II-15

PERCENTAGES OF SENIORS BY EVALUATION OF GUIDANCE RECEIVED

Amount of Help Received	Boys	Girls	Both
Lots; Almost All I Need	12	13	13
Considerable; Could Have Used More	18	22	19
Some; Not Very Much	28	32	30
Little or No Help	39	31	35
No Response	3	2	3

Evaluation of Guidance By Plan for More Education

An analysis was made of seniors' evaluation of guidance help received from the high school according to whether future plans would include more schooling. Percentages of responses are shown in Table II-16 by plan for further schooling and each of the evaluations. One can see, for example, that 9% of the boys, 11% of the girls, and 9% of both with no plans for further education felt they had received lots or all the help they needed in career or educational planning. Another 10% of the boys, 28% of the girls, or 16% of all seniors with no plans for further education felt they had received considerable help but could have used more. Other data are to be read likwise

TABLE II-16

PERCENTAGES OF SENIORS BY PLAN FOR FURTHER EDUCATION AND AMOUNT OF GUIDANCE HELP RECEIVED

Amount of Help Received	Plans for Further Education								
	No Plans			Definitely or Probably Continue			Don't Know		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
Lots; Almost All I Need	9	11	9	12	14	13	16	9	13
Considerable; Could Have Used More	10	28	16	18	21	20	24	27	25
Some; Not Very Much	22	21	22	30	32	31	20	24	22
Little or No Help	51	35	46	38	31	34	38	30	35
No Response	7	5	6	2	2	2	2	9	5

An examination of data reveals that the largest percentage of seniors who believed they had received little or no help in occupational and educational planning were boys (51%) whose future plans would not include further schooling. The next largest percentages were boys who didn't know whether future plans included more schooling (38%) and boys whose plans would definitely or probably include more schooling who indicated they had received little or no help from their high school in occupational and educational guidance. Larger percentages of boys than girls, regardless of future plans for continued education indicated they had some or not very much help or a little or none. Only 30% of the boys and 35% of the girls, or a third of all seniors, whose plans would definitely or probably include further schooling indicated they had received lots or considerable help in deciding what occupation they wanted to enter or in making educational plans. The largest percentages of seniors (38%) who felt they had received lots or considerable help were those who indicated they didn't know if future plans included more schooling.

Amount of Help By Class Rank

Boys reported to be in the top, middle, and lower thirds by class rank who indicated they had received a lot of help were, respectively, 13%, 11%, and 11%. Percentages of boys by top, middle, and bottom class ranks who indicated they had received little or no help were, respectively, 36%, 38%, and 54%. By top to bottom class rank, percentages of boys indicating they had received considerable help but could have received more were, respectively, 16%, 20%, and 15%; whereas, the percentages who had received some but not very much help were, respectively, 30%, 30%, and 17%. As class rank decreased, the percentage of boys who had received little or no help increased. While a similar relationship existed for senior girls, it was not so pronounced.

Percentages of girls in the top, middle, and bottom thirds by class rank who had received a lot of help, almost all they needed, were, respectively, 14%, 13%, and 11%. Percentages of girls who indicated they had received little or no help were 30%, 32%, and 32%, respectively, by top to bottom class rank. Percentages reporting having received some but not very much help were, respectively, 35%, 29%, and 30% by top, middle and bottom class ranks, while the percentages reporting having received considerable help were 20%, 23%, and 23%, respectively. The relatively small differences in percentages of girls by reported class ranks who reported having received different amounts of help revealed that class rank seemed not to be much associated with their perception about the amount of help received in the way it was in the case of boys.

Evaluation of Selected Aspects of Guidance Help

Seniors were asked to indicate how well their high school had helped them deal with several selected areas. Percentages of responses are shown in Table II-17 by gender opposite each selected service or facility to indicate the evaluations of "Good," "Fair," or "Poor." The largest incidence of response by evaluation is indicated by underlining for ease of reading and interpretation. Largest percentages of boys and girls evaluated as fair the help they had received from the provision by the high school of someone in whom they could confide about school problems, information and materials on vocations, social activities, and the offering of many courses from which to choose. The largest percentage of all seniors evaluated as good the information made available on going to college; over one-half the girls (51%)

TABLE II-17

SELECTED SERVICES AND FACILITIES RELATED TO GUIDANCE

Selected Services and Facilities	Percentages[a]								
	Boys			Girls			Both		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
Provision of Someone I Can Confide in About School Problems	23	42	32	33	39	27	28	40	29
Provision of Someone I Can Confide in About Personal Problems	16	32	49	22	31	44	19	32	47
Information and Materials Available on Vocations	25	51	20	32	54	13	28	53	17
Information Available on Going to College	41	44	12	51	42	6	46	43	9
Offering Many Courses From Which to Choose	12	45	39	15	48	36	14	46	38
Social Activities	23	52	21	31	54	13	27	53	17

[a] The difference between the sum of each triad and 100 is due to non-response.

evaluated this provision as good, while it was evaluated as fair by 44% of the boys. The provision by the high school of someone in whom seniors could confide about personal problems was evaluated as fair by about one-third of all seniors (32%) and as poor by nearly one-half (47%).

An analysis of the evaluations by class rank indicated that, while about the same percentages of boys in the top and middle thirds by class rank evaluated the provision of someone in whom they could confide about school problems as good, fair, and poor, a higher percentage in the bottom third

(43%) compared to those in the other thirds (30%) felt the provision was poor. While about 47% of the boys in the top two-thirds by class rank evaluated the provision of someone in whom they could confide about personal problems as poor, 58% of the boys in the lowest third felt the provision was poor. The picture was different for girls, for the percentages who thought the provision of someone in whom they could confide about school problems decreased slightly with a decline in class rank (35%, 32%, and 30%). The percentages who thought the provision was poor increased slightly as class rank declined (25%, 28%, and 32%). The percentages were similar, but there was a tendency of girls in the descending order of class rank to evaluate the provision lower. A similar pattern emerged for girls in the evaluation of a provision of someone in whom they could confide about personal problems. As class rank declined the percentages evaluating the provision as good were 24%, 22%, and 19%, respectively, while those evaluating the provision as poor were 42%, 46%, and 47%, respectively.

Social activities were evaluated as good by 34%, 30%, and 15%, respectively, of the girls reported in the top, middle, and bottom class ranks and as poor by 14%, 10%, and 26%, respectively. The largest percentage of girls evaluating social activities as poor were those in the bottom third of their high school class. A similar pattern existed for boys, and 39% in the bottom class rank evaluated social activities as poor compared to 20% who were in the top third. Social activities were thought to be good by 27% of the boys in the top third and by 17% in the bottom third.

Information and materials on vocations were judged as poor by 18% of the boys in the top two-thirds of their class and poor by one-third of those in the bottom class rank. They were judged to be good by 20% of the boys in the bottom third and 27% and 22%, respectively, of boys in the middle and top thirds of their class. About 12% of the girls in the top two-thirds of their class judged this provision as poor compared to 15% in the bottom third. Percentages of girls judging this provision as good were 34%, 32%, and 21%, respectively, by those in the top, middle, and lowest thirds of class rank.

Information on going to college was judged to be good by a decreasing percentage of girls as class rank descended and fair by increasing percentages. Only small percentages of girls evaluated this provision as poor (6%). While the same pattern existed for boys who judged this provision as good, the pattern of responses was different than for girls regarding evaluations of fair and poor. The largest percentage of boys judging this provision as fair (48%) were in the middle class rank with 39% and 43%, respectively, being in the top and bottom thirds of their class. About 12% of all boys judged this provision as poor; while 4% in the top two-thirds of their class rated the provision poor, 22% in the bottom third did so.

The availability of many courses from which to choose was evaluated as good and fair by decreasing percentages of boys as class rank decreased, while the percentages judging the provision as poor increased with a decrease in class rank. One-half the boys in the bottom third compared to 34% in the top third felt the offering of a variety of classes from which to choose was poor. While 36% of the girls in the top two-thirds of their class indicated this provision was poor, 43% in the bottom third did so. Percentages of girls who evaluated the provision as good were 13%, 16%, and 17%, respectively, in the top, middle, and bottom thirds.

Relationship of High School Preparation Evaluation to Evaluation of Selected Services

An analysis was performed to determine how seniors' evaluation of how well they believed the high school was preparing them for what they planned to do after graduation were related to their evaluation of selected services having implications for guidance. Percentages are shown in Table II-18 of all seniors by how well they thought their preparation had been according to how they also evaluated selected services. For example, 18% of the seniors who indicated the high school had not prepared them very well for what they planned to do also evaluated the provision of someone in whom they could confide about school problems as good; 32% evaluated the provision fair, and 50% evaluated it as poor. Percents indicating the largest incidence of response have been underlined for ease of interpretation. Thus it can readily be seen that one-half (50%) of the seniors who didn't feel the high school was preparing them very well also evaluated the presence of some one in whom they could confide about school problems as poor. This was also the case for this group regarding the offering of many courses from which to choose (64%) and the presence of someone in whom they could confide about personal problems. The latter provision was evaluated as poor by the largest percentage of seniors regardless of how well they believed the high school was preparing them.

TABLE II-18

PERCENTAGE OF SENIORS BY EVALUATION OF PREPARATION AND SELECTED SERVICES

Selected High School Services Evaluation	How Well High School Prepared			
	Not Very Well	Fair, Could Be Better	Most Very Good	Just What Was Needed
Confidant About School Problems				
Good	18	27	32	36
Fair	32	40	47	35
Poor	50	31	19	25
No Response	--	2	2	4
Occupational Education				
Good	13	27	33	41
Fair	49	56	53	46
Poor	36	15	12	10
No Response	2	2	2	3
Variety of Course Selections				
Good	3	9	18	31
Fair	32	47	53	48
Poor	64	43	28	17
No Response	1	1	1	4
College Information				
Good	29	44	54	56
Fair	51	45	41	32
Poor	19	10	3	7
No Response	1	1	2	4
Social Activities				
Good	19	23	32	37
Fair	48	58	53	48
Poor	32	17	13	11
No Response	--	2	2	4
Confidant--Personal Problems				
Good	10	17	23	28
Fair	25	31	36	33
Poor	64	51	39	35
No Response	1	1	2	4

The better seniors believed their preparation had been the larger were the percentages who evaluated the information and materials available on vocations and the less well seniors felt their preparation had been the higher were the percentages that evaluated this provision as poor. Regardless of how well seniors believed their preparation had been, the largest percentage evaluated this service as fair as they did social activities. Seniors who believed their high school had not prepared them very well or was fair but could be improved indicated information on going to college was fair while others evaluated it as good. Except for the group that didn't think the high school had prepared them very well and evaluated the provisions poor, largest percentages evaluated as fair the provision of course selection variety and the presence of someone in whom they could confide about school problems. In all instances the percentages of seniors evaluating each selected service as good increased as did the evaluation of how well the high school was preparing them for what they planned to do later.

Plans of Seniors Not Intending to Continue Their Schooling

Types of Interests for Training

Seniors who did not plan on continuing in school after graduation were asked about their interest in several other types of education or training activities. Percentages shown in Table II-19 are based upon the total numbers of seniors, so the information can be used for projection purposes. Slightly over one-half (51%) of all seniors, or 41% of the boys and 61% of the girls, indicated they planned on school and the question didn't apply to them. Fourteen percent did not respond, and 7% were interested in none of the alternative types of education listed. Nearly 22% expressed interest in military service training or on-the-job training with a firm. About 5% were interested

TABLE II-19

PERCENTAGES OF SENIORS BY ALTERNATIVE FORMS OF EDUCATION

Type of Training or Education	Boys	Girls	Both
Work as an Apprentice to Learn a Trade	6.9	3.5	5.2
Post-Graduate High School Work	0.5	--	0.2
Military Service Training	17.2	6.1	11.7
On-the-Job Training with Firm	10.8	9.3	10.0
Correspondence Study	0.6	0.5	0.6
None of the Above	7.0	6.9	7.0
Doesn't Apply; I Plan on School	41.3	61.0	51.1
No Response	15.7	12.6	14.1

in apprenticing to learn a trade, while less than 1% were interested in correspondence study and post-graduate high school work.

Reasons Why Plans Don't Include More Schooling

Seniors whose future plans definitely or probably did not include more schooling were asked which of several reasons would apply to them. Respondents were asked to indicate all reasons which would apply to them, so percentages of responses presented in Table II-20 do not sum to 100. Nearly 4 of 10 boys and 3 of 10 girls, or 35% of all seniors wanted to work and make money or indicated continued education was too expensive, and they couldn't afford it. Seventeen percent of the boys and 11% of the girls, or 14% of all seniors, were tired of school. Nine percent felt they couldn't make good enough grades, and 1% indicated poor health. Six percent wanted to get married, and 1% indicated parents didn't want them to continue. Only 4%

TABLE II-20

PERCENTAGES OF SENIORS BY REASONS PLANS DON'T INCLUDE MORE SCHOOLING

Reasons for Not Continuing in School	Boys	Girls	Both
Tired of School; Had Enough Education	17	11	14
Want to Work and Make Money	24	13	19
Too Expensive; Can't Afford It	18	14	16
Want to Get Married	5	6	6
Parents Don't Want Me To	1	--	1
People Who Don't Go to College Get Ahead Just the Same	6	2	4
Waste of Time	7	3	5
Can't Make Good Enough Grades	12	6	9
Poor Health	2	1	1
Doesn't Apply; I Plan to Attend School	41	54	47
Other	8	4	6

had the attitude that people who don't go to college get ahead just the same, and 5% indicated it was a waste of time. Six percent gave a variety of other reasons. Forty-one percent of the boys and 54% of the girls, or 47% of all seniors responding to this question, indicated they planned to attend school. Since the question was aimed at seniors whose plans did not include more education, apparently some of the girls who planned on school attendance did not respond to it.

Relationship of Perceived Parental Attitude and Plans for Education

Seniors were asked how they believed their parents (or guardians) felt about their continuing in school after high school graduation. The purpose was to test, through perceptions of seniors, general community parent support for post-high school education. Also an analysis was made between perceptions held by seniors and their plans for further schooling to ascertain if the way they thought about parental attitudes was associated with their own plans for the future regarding education.

As can be seen from data in Table II-21, opinions of boys and girls were similar regarding parental expectations. Three of every ten seniors reported their parents insisted or expected them to continue in school after high school graduation, and another 6 of every 10 indicated their parents wanted them to continue in school if they wanted to do so. Seven percent reported parents were indifferent about the matter, and 1% indicated their parents did not want them to continue in school. Only 1% did not respond. The fact that 91% of the seniors believed parents either insisted, expected, or wanted them to continue in school after high school displays a high level of community support among parents for post-high school schooling.

TABLE II-21

PERCENTAGES OF SENIORS BY PERCEIVED PARENTAL EXPECTATION AND SENIORS PLANS FOR MORE SCHOOLING

Perceived Parent's Attitude About School Attendance	All Seniors			Plans for More Schooling			
	Boys	Girls	Both	No/P. Not	Prob. Yes	Def. Yes	Don't Know
Insist or Expect Me to Continue	28	31	30	5	18	40	7
Want Me to Continue If I Want to Do So	60	62	61	4	76	56	69
Indifferent; Don't Care One Way or Another	8	5	7	53	5	3	22
Don't Want Me to Continue	1	1	1	33	--	--	1
No Response	2	1	1	5	1	1	1

One can determine from information in Table II-21 that 4 of every 10 seniors whose plans definitely include more schooling had parents who were reported to insist or expect the seniors to continue their education after high school. Small percentages of seniors whose plans would probably or definitely not include further education or who didn't know if plans would do so reported that parents insisted on or expected them to continue their schooling. Nearly 7 of every 10 seniors who indicated they didn't know if plans would include more education reported parents wanted them to continue their schooling if they wanted to do so as did over three-fourths (76%) of the seniors whose plans would probably include more schooling and 56% of those whose plans definitely include more schooling. Significant was the fact that over one-fifth (22%) of the seniors who didn't know if plans would include more education reported parents as being indifferent. Likewise, over one-half the seniors whose plans would not include further schooling (53%) reported parents were indifferent and one-third indicated parents did not want them to continue in school. Here in these responses one can see an alignment between perceived parental attitude and expectation for education of youth and whether youth indicate future plans will include further schooling.

Parental expectations and attitudes reported by seniors are presented below by county to reveal if there were geographical differences. For each county the percentages are presented of seniors who reported parents either insisted or expected them to continue in school or were reported as indifferent.

County	% Insisted/Expected	Indifferent
Bonner	25	7
Boundary	22	14
Kootenai	35	6
Shoshone	24	6
Benewah	26	10

One can see some relatively small variations in perceived parental attitudes and expectations as reported by seniors regarding whether seniors would continue their schooling. A comparison of these data with whether seniors' plans for further education as reported in Table 2 reveal some relationship. For example, the smallest percentage of seniors in Boundary County indicated plans would probably or definitely include more schooling, and it was in that county where the largest percentage of seniors felt parents were indifferent and the smallest percentage perceived parents insisted or expected them to continue their education. It was in Kootenai County where the largest percentage of seniors reported parents insisted or expected them to continue their schooling and in which the highest percentage indicated future plans would probably or definitely include further schooling.

Summary

Findings distilled from information provided by 1987 high school seniors are summarized below. Details relevant to specific findings appear in the text of the report.

General Characteristics

1. Slightly over one-half (50.5%) of the 1,266 seniors responding were boys and the total response represented 72.3% of all seniors who were enrolled as of October 1, 1986.
2. About 4 of every 10 seniors did not live with both parents while attending high school; 20% lived with their mother; 6% lived with their father; 1% lived with foster parents; 4% lived with someone other than natural or foster parents; and, 8% had some other living arrangement.
3. Nearly two-thirds (65%) of all seniors worked part-time while attending high school.

4. Nearly three-fourths (73%) of all seniors had lived in the area served by their high school 6 or more years, or since junior high school. Another 16% had lived there 3 to 5 years or most, if not all, of their high school days; 11% had lived there less time.

5. Of all seniors, 29% and 23%, respectively, indicated their father and mother were college graduates, and 15% and 20%, respectively, indicated the father and mother had completed some college. Five and 7%, respectively, indicated the father and mother had attended a business or trade school. One-fifth of the seniors reported fathers had less than a high school education, and 13% reported the same for mothers. Thus one-half of all seniors reported their parents had some form and level of education beyond high school with larger percentages of fathers having attained higher levels of school attainment than mothers.

Curriculum and Educational Plans

6. With variations in patterns of high school enrollments among the counties, 30% of both boys and girls were in a college preparatory curriculum; 13% of all seniors were in a business or commercial curriculum, 8% in a shop or industrial arts curriculum, and 40% in a general curriculum. Six percent reported being in some other curriculum (combination) and 2.2% were in a home economics or agriculture curriculum. Thus, 70% were in a general or a college preparatory high school curriculum.

7. With variations in patterns of responses among the several counties, 63% of all seniors indicated their future plans would **definitely** include continuing their education after high school graduation somewhere in a school, college, or university. Of the senior boys and girls, 46 and 56 percentages, respectively, or a total of 51%, expected to pursue further schooling the next year after graduation. Except in Benewah County, a

markedly larger percentage of girls than boys definitely planned to continue their schooling.

8. Over one-fifth (22%) of all seniors indicated plans would **probably** include more schooling; 7% didn't know, and 8% (mostly boys) indicated plans would definitely or probably not include more formal schooling.

9. A positive relationship was found between seniors' plans for more education and reported high school class academic standing, levels of education attained by parents, how seniors thought their parents felt about them continuing in school after high school graduation, and perceived status of family income (particularly for girls).

10. Of the boys whose future plans would definitely or probably not include more schooling, only 10% would change plans if more money were available; 45% would not change plans; 30% **might** change plans, and 15% did not respond to this question. Of the girls with similar plans, only 11% would change plans if more money were available; 57% would not change plans; 29% **might** change plans, and 3% did not respond. Seniors whose plans would definitely or probably change with more money represented 3% of all seniors, or 38 persons.

11. Besides the 51% of all seniors who planned to continue their education the next year after high school graduation, 21% expected to work, 11% (mostly boys) planned to enter military service; 4% planned to travel and see some things, 11% planned to do other things, and 2% didn't respond to the question.

12. Although 85% of all seniors indicated future plans would definitely or probably include continuing their schooling somewhere, 51% expected to do so the next year after graduation. Apparently about one-third planned to delay their further schooling until later. The largest percentage discrepancies between seniors with definite plans for more schooling and

who expected to attend the year following were boys and girls in Kootenai County (17%), girls in Shoshone County (18%), and boys in Benewah County (11%).

13. Of all seniors reported to be in the top third of their class academically, 74% expected to continue their schooling the year following graduation compared to 40% and 21%, respectively, of seniors in the middle and bottom thirds. Largest percentages of seniors who expected to continue their schooling the next year after graduation were in a college preparatory curriculum compared to those enrolled in other curricula.

Where Seniors Plan to Continue Their Education

14. Twenty-eight percent of all seniors, 24% of the boys and 32% of the girls, planned to attend North Idaho College; 23% of all seniors planned to attend school out of Idaho some place other than Eastern Washington University or Spokane Community College, and 11% expected to attend the University of Idaho in Moscow.

15. Planning to continue their education elsewhere were: military service school--6%, private trade or technical school (cosmetology, medical technology, business college, etc.)--5%, and vocational/technical institute--4%. Two percent were planning to attend Spokane Community College. One percent each planned to attend Idaho State University or Lewis and Clark State College, 0.3% planned to attend Northwest Nazarene College, and 5% planned to continue their education in some other Idaho four (3%) or two (2%) year college. About 0.5% planned to attend Eastern Washington University.

16. Seniors not planning to continue their formal education in a school and who were not interested in any alternate form of education represented 7% of all seniors responding to the study; 11.7% expressed interest in

military service training; and, 10% were interested in on-the-job training with a firm. Of all seniors 5.2% wanted to work as an apprentice to learn a trade; 0.6% were interested in correspondence study, and 0.2% were interested in some post-graduate high school work.

Characteristics of Seniors Planning to Attend North Idaho College

17. Of the senior boys and girls planning to attend NIC, 62% and 76%, respectively, indicated their plans would **definitely** include attending school, while 33% and 24%, respectively, indicated plans would **probably** include more schooling. These seniors represented 36% and 28%, respectively, of all seniors whose plans definitely or probably would include continuing their education.

18. By reported high school class standing, 21% of the boys and 32% of the girls in the top third expected to attend NIC as did 28% and 34%, respectively, in the middle third. Of seniors in the bottom third, 18% of the boys and 28% of the girls also planned to attend NIC.

Seniors' Educational and Occupational Interests

19. Fields of interest as first choice for further study to the largest percentages of boys were business administration, liberal arts and sciences, automotive/diesel mechanics, engineering technology, law enforcement, teaching, accounting/bookkeeping, and forestry/fisheries/range/wildlife. Second choice fields of greatest interest for boys were automotive/diesel mechanics, business administration, general business, forestry/fisheries/range/wildlife, law enforcement, and engineering technology.

20. For girls, fields of greatest interest as first choice for further study were teaching, business administration, liberal arts and sciences, legal secretarial, accounting/bookkeeping, nursing, and fashion merchandising.

Second choice fields of greatest interest for girls were liberal arts and sciences, teaching, business administration, accounting/bookkeeping, fashion merchandising, child care aide, and art.

21. One-fourth of all seniors aspired to a profession including nursing, engineering, and teaching, and another one-fourth aspired to a business related job including owning their own business, data processing, and accounting. Four percent didn't know what kind of job they expected to be in ten years hence, 7% did not respond, and 3% identified a variety of miscellaneous types of jobs. Of the miscellaneous types of jobs, the only clustering was an interest in travel agent (1%). The other 36% were distributed among 18 other fields among which medicine/pharmacy/dentistry (7.2%), day care center--child care (6.5%), entertainer (5.5%), mechanics/machine shop (4.0%) and agricultural related jobs (3.2%) were of greatest interest.

Reasons Seniors Believed More Persons Don't Enroll at NIC

22. The chief reason for non-enrollment at NIC cited as being of **much** importance by boys, girls, and all seniors was that the program they wanted was not offered.

23. Cited as of **some** importance by the largest incidence of responses from boys, girls, and both were that (1) costs were too high, (2) desire to live away from home, (3) college is too small, and (4) they wanted a better college.

24. Judged as unimportant by the largest incidence of response by boys but of some importance by girls were (1) the lack of social activities and (2) lack of athletic programs.

25. Reasons of no importance reported by the largest incidence of response from boys, girls, and both were (1) the types of students going to NIC, (2) inadequate information about NIC (although over one-third of all seniors--36% believed this was a reason of some importance), (3) advice of high school counselors/teachers (although nearly 4 of every 10 believed this was a reason of some importance), and (4) lack of transportation. Lack of transportation was cited by 36% of the girls as a reason of some importance, however.

26. Of the seniors whose future plans probably or definitely would not plan on attending school anywhere, 19% indicated they wanted to work and make money, while 16% indicated it was too expensive and they couldn't afford it. Fourteen percent were tired of school or felt they had had enough education; 6% wanted to get married; and, 9% indicated they couldn't make good enough grades. Only 5% thought schooling was a waste of time, and only 4% (possibly some of the same ones) believed that people who don't go to college get ahead just the same. One percent each cited poor health or that parents didn't want them to continue in school.

Evaluation of High School Education

27. Over one-half of all seniors (55%) felt their high school either had not prepared them very well for what they planned to do after graduation or that their high school education had been fair but could have been better.

28. About one-eighth (12%) of all seniors felt their high school education had given them just what they needed in terms of what they planned to do after graduation, while another 32% felt their education had been very good in most ways but could have been better in other ways. Approximately

two-thirds of the boys and three-fourths of the girls submitted suggestions about how they believed their high school could have been improved, and most suggestions focused on standards, teachers, guidance, and on curriculum improvements.

29. Adequacy of high school preparation was judged about the same by both boys and girls whose plans definitely or probably included more schooling, but of the seniors whose plans would definitely or probably not include more schooling, higher percentages of boys than girls believed their high school education had prepared them less well for what they planned to do after graduation.

30. There was a direct relationship between reported class rank and how adequate seniors believed their high school education had been--the higher the class rank, the higher the evaluation of adequacy.

31. Evaluations of adequacy were related to curriculum followed by seniors; the largest group (about one-fifth) who felt the school hadn't prepared them very well were in the general curriculum. The largest percentages of boys and girls in the college preparatory curriculum indicated their preparation had been very good in most ways but could be better in other ways. The largest percentages of seniors in the commercial/business education curriculum indicated their education had been fair but could be better as was also the case for homemaking, shop/industrial arts, and general education.

Evaluations of Guidance Received

32. About two-thirds (65%) of all seniors indicated they had received little or no help or some but not very much from their high school in deciding what occupation they wanted to enter or in making educational plans for after high school graduation. Another 19% indicated they had received

considerable help but could have used more, while 13% indicated they had received lots--almost all they needed.

33. The largest percentage of seniors indicating they had received little or o help in occupational and educational planning were boys regardless of whether future plans would include more schooling. The largest percentages of seniors who felt they had received lots or considerable help in educational and occupational guidance were those who did not know if future plans would include more schooling.

34. As reported class rank decreased for seniors, particularly among boys, the percentages increased who indicated they had less occupational or educational guidance help.

35. Judged as poor by the largest incidence of response by both boys and girls was the provision by the high school of someone in whom the seniors could confide about personal problems. The provision of someone in whom they could confide about school problems was judged as fair by the largest incidence of response by both boys and girls. In both cases, higher percentages of girls than boys judged the provision of someone in whom they could confide to be better.

36. Over one-half of all seniors judged the information and materials available on vocations as fair, while slightly over one-half the girls (51%) evaluated information available on going to college as good, and the largest incidence of boy's responses (44%) indicated this provision was fair. In each instance higher percentages of girls than boys evaluated these provisions to be better.

37. The largest incidence of response for all seniors evaluated as fair the high school social activities and numbers (variety) of courses from which to choose.

38. In general, the evaluation of selected guidance/educational services was associated with reported order of class rank. Also the better seniors believed their high school preparation had been, the higher they evaluated the provisions of information on vocations, information on college, social activities, variety of course selections, and someone in whom to confide about school problems.

39. Regardless of how adequate seniors believed the high school had prepared them, the provision of someone in whom they could confide about personal problems was judged as poor.

40. In all instances, the percentages of seniors evaluating each selected service as good increased with class rank as did the evaluation of how well the high school was preparing them for what they planned to do later.

CHAPTER III

STUDY OF COLLEGE STUDENTS

Introduction

Plans were made during late spring 1987 to obtain information from currently enrolled college students on future plans and opinions about the North Idaho College offerings and opportunities for education and training in the Panhandle area of Idaho (counties of Bonner, Benewah, Boundary, Shoshone, and Kootenai). An 18% random sample, stratified by category of student, was drawn by computer at NIC. Questionnaires developed by the consultant for the purpose and revised by a college planning group to tailor it to the needs of the college was finalized and mailed in mid-May with a cover letter signed by the College Academic dean to 158 freshmen, 97 sophomores, 122 special interest students, and 43 vocational students. Eight special interest students did not respond, because they didn't think, for one reason or another, that the questionnaire applied to them. Nine envelopes were returned for lack of valid address. Eliminating these from the study population, the total return of usable responses after two follow-up attempts was 59 percent.

Percentages of usable response were: freshmen--60%, sophomores--65%, special interest--49%, and vocational students--67%.

Data were coded, edited, and processed by computer. This report contains the findings based on responses of students who replied.

Characteristics of the Respondents

Of all college students responding 41% were male and 59% female. Two-thirds (65%) were freshmen and sophomores; 23% were special interest students; and 12% were vocational. Of the freshmen and sophomores responding, 60% were freshmen. Fifty-three percent of all respondents had completed 26 credits or less, and others had completed more. Of the freshmen and sophomores 75% and 13%, respectively, had completed 26 or fewer credits, 25% and 87%, respectively, had completed more credits. Of the special interest group, 19% had completed more than 26 credits, and of the vocational group, 54% had completed over 26 credits.

Of all students responding, 38% were under age 21; 11% were age 22-25; 18% were age 26-33; and, 33% were over age 33. One-fourth of the vocational students were under age 21 compared to 57% of the freshmen and 45% of the sophomores. Only 6% of the special interest students were age 21 or less. Over three-fourths (78%) of the special interest students responding were age 34 or over compared to 17% of the freshmen and sophomores and 32% of the vocational students.

Of all students responding, 37% were from Kootenai County, and 43% were from outside of Idaho. Seven percent were from Shoshone County; 5% each were from Bonner and from Idaho outside the 5-county study area. The rest, 3% were from Benewah and Boundary Counties.

One-third of the responding students were not employed while attending NIC, and 27% worked 20 or fewer hours. Fifteen percent worked 21-30 hours, and 25% worked more than 30 hours weekly. Of the freshmen, 30% were unemployed; 30% worked 20 or fewer hours; and, 20% each worked 21-30 hours and over 30 hours. Of the sophomores, 35% were unemployed; 35% worked 20 hours or less; 11% worked 21-30 hours; and, 18% worked more than 30 hours. Nearly one-half (49%) of the special interest students worked more than 30 hours weekly; 27% were unemployed; 9% worked 20 hours or less; and, 15% worked 21-30 hours weekly. Eighteen percent of the vocational students worked over 30 hours weekly while attending classes, but 46% were unemployed. Seven percent worked 21-30 hours, and 29% worked 20 hours or less. Of all respondents, 4 of every 10 were working more than half time on a job while attending NIC classes.

One-half the respondents indicated it took them less than 15 minutes on the average to travel to the college from where they start most trips. Twenty-three percent make the trip in 15-29 minutes, but 12% required 30-44 minutes, 7% required 45-60 minutes, and 6% took over one hour. Nearly three-fourths (73%) take less than one-half hour to reach the college for classes. Students taking over one hour to reach the campus were freshmen (8%), sophomores (6%), special interest students (4%), and vocational students (11%).

Educational Intentions and Enrollment Status

Of the freshmen and sophomore respondents 67% and 81%, respectively, were enrolled full-time. Only 7% of the special interest students reported being enrolled full-time, whereas 93% of the vocational students were enrolled full-time (12 or more credit hours).

Of the freshmen, 53% expected to complete a degree or certificate program at NIC; 23% did not know if they would, and 18% did not expect to pursue more formal education afterwards. Nearly one-fourth (24%) of the freshmen expected to continue their formal education on a part-time basis and 58% expected to attend full-time. Two-thirds of the sophomores expected to complete a degree or certificate program at NIC; another 8% didn't know if they would complete a program. Fifteen percent did not expect to pursue further formal education, but two-thirds expected to do so on a full-time basis. Nineteen percent expected to pursue further education on a part-time basis.

Fifteen percent of the special interest students plan to complete a degree or certificate program, and 13% didn't know if they would; others did not plan to do so. Fifty-three percent did not plan on more formal education; but 40% planned to continue on a part-time basis, and 7% expected to continue their education on a full-time basis. Nearly 9 of every 10 vocational students (89%) planned to complete a degree or certificate program at NIC, while 3% didn't know if they would. About one-third (32%) of the vocational students planned on no further education, while 50% expected to continue their education on a part-time basis and 18% on a full-time basis.

Respondents were asked to indicate the major program in which they were enrolled at NIC, and all but 6% responded to the question. Percentages of respondents by program are shown listed below. The largest percentage of responses from students in any program was in business administration. Over

Program	Percent	Program	Percent
Advertising Art	1	Small Business Mgmt.	5
Art	1	Secretarial Studies	3
Business Administration	17	Office Occupations	1
Bus. Edn. (Office Adm.)	0.4	General Studies	6
Computer Sci.(Data Processing)	1	Home Econ. (Child Dev.)	0.8
Computer Sci.(Scientific)	0.8	Home Economics (Dietetics)	0.8
Criminal Justice	2	Home Econ. (Fashion Merch.)	0.4
Law Enforcement	2	Engineering Tech.	2
Fine Arts	3	Health Care Adm.	0.4
Nursing	8	Environmental Health	0.4
Social Sciences	3	Mechanics	2
Biological Science	1	Drafting Technician	0.4
Physical Science	1	Drafting Technology	0.8
Communications	3	Electronics Technician	3
Pre-Professional	0.4	Carpentry	0.4
Mathematics	0.4	Machining Technology	0.4
Forestry/Fishery Resources/ Range Resources/Wildlife	0.4	Heating/Ventilation/ Refrigeration/Air Cond.	0.4
		Other	20

one-half of the students indicating "other" (53%) were special interest students, and another 4% were vocational students. Of the others, 23% were freshmen, and 19% were sophomores. It is possible the 20 freshmen and sophomore students who chose this program designation had not made up their minds or overlooked the program listing they were in.

Plans for After Attending NIC

Respondents were asked to indicate which of several types of activities they were most likely to do the year after they were through attending NIC. These data are presented in Table III-1 by percentage of men and women, and both, by program classification for each of the activities. Data reveal that a higher percentage of men than women freshmen and sophomores expect to transfer to a 4-year college of university after they are through attending NIC. Overall, 55% of the freshmen and 58% of the sophomores planned to make this kind of transfer, while 2% of the freshmen and none of the sophomores planned to enter another trade or technical school or institute. Larger percentages of women than men freshmen and sophomores plan to work on a full-time job after they are through attending NIC. All the women and three-fourths of the men vocational students planned to work full-time, and only 3% expected to transfer to a 4-year college or university.

Thirteen percent of the special interest students did not reply to this question, 39% expected to work full or part-time, 11% expected to run their own business, 6% would be full-time housewives, and 7% expected to transfer to a 4-year college or university. Two percent expected to take more work in another trade or technical school, and 2% expected to enter military service. One-fifth planned to do other things or a combination of things already mentioned.

TABLE III-1

PERCENT OF STUDENTS BY PLAN FOR YEAR AFTER NIC ATTENDANCE COMPLETION

Types of Activities	Freshmen N = 92			Sophomore N = 62			Vocational N = 28		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Transfer to 4-Yr Col. or Univ.	64	51	55	86	43	58	5	--	3
Enter Trade or Tech School or Institute	3	2	2	--	--	--	--	--	--
Enter Military Serv.				--	2	2	--	--	--
Full-Time Employ.	18	37	30	5	35	24	75	100	82
Part-Time Work	--	2	1	--	5	3	--	--	--
Run Own Business	3	3	3	--	--	--	5	--	3
Housewife Full-Time				--	--	--	--	--	--
Travel				--	--	--	--	--	--
Other	12	5	8	9	15	13	10	--	7
No Response				--	--	--	5	--	3

Reasons for Enrolling at NIC

Students were asked which reasons were important as to why they enrolled at North Idaho College. They were asked to identify all reasons of importance and in addition to indicate the one reason of most importance. These responses are shown in Table III-2 for each student classification by percentage identifying a reason as most important as well as having been of importance in their decision. Under each student classification are shown the percentages. The largest percentage in each column has been underlined for ease of interpretation. The single most important reason for attending NIC

TABLE III-2

PERCENTAGE OF STUDENTS BY REASON OF MOST AND SOME IMPORTANCE

	Freshmen		Sophomore		Vocational		Special	
Reason for Enrollment	Most	Some	Most	Some	Most	Some	Most	Some
Low Cost	25	52	18	44	7	43	11	38
Convenient Location	27	40	18	52	21	36	22	42
Courses Wanted Offered	8	36	10	35	39	50	29	44
Denied Admission Elsewhere	--	--	--	--	--	--	--	--
Difficulty in Another College	--	--	--	--	--	--	--	2
Reputation for Good Education	3	38	9	32	7	50	--	11
Advise of Others	3	20	2	11	7	36	2	4
Wanted to Live at Home	15	34	21	32	7	29	4	22
Other	14	11	16	13	4	4	16	7
No Response	4	--	6	--	7	--	16	--

cited by freshmen was that college classes were conveniently located, although the reason cited most frequently was low cost. The single most important reason cited by sophomores was desire to live at home while location convenience was selected most as a reason. The offering of courses vocational students wanted was a reason of both most importance to them and along with having heard that NIC offers a good education a reason selected with greatest frequency as being important. For special interest students, the offering of courses the students wanted was both the reason of most importance as well as the one selected most frequently as being important.

Reasons Perceived Why Others Did Not Enroll at NIC

Respondents were asked how important several reasons were in their opinion as to why more of their friends and high school classmates did not enroll at North Idaho College. To each of ten possible reasons the respondents were asked to respond as to whether the reason was of no importance, some importance, or much importance. These data are presented in Table III-3. It can be seen, for example, that lack of money was perceived as of no importance by 30%, some importance by 44% and of much importance by 10% of the freshmen and sophomore respondents. Fourteen percent did not respond to this item. Other data are to be read in similar fashion. For ease of interpretation the largest percentage(s) in each column have been underlined. Observation reveals that the possible reason of no importance cited by the largest percentages of the three groups was advice by high school counselors or teachers not to enroll at NIC. Also the reason of some importance cited by the largest percentages of each group of respondents as to why they believed more friends and classmates did not enroll at NIC was lack of interest in further education. Of particular interest to this study was the fact that the reason of wanting a better college was judged as having some importance by 58% of the freshmen and sophomores, 46% of the vocational students, and 25% of the special interest students. The absence of programs wanted was cited as being of some importance by 50%, 43%, and 31%, respectively, of the freshmen and sophomores, vocational students, and special interest students. Having little or no information about NIC was cited as a reason of some importance by 32%, 43%, and 15%, respectively, of the freshmen and sophomores, vocational students, and special interest students. That the College was too much like high school was cited by 37% of the freshmen and sophomores as a reason of some importance why more friends and classmates did not enroll. This reason was cited as one of some importance by 36% of the vocational students and 18% of the special interest students. Indications are that attendance at NIC is not being substantially deterred by negative advice from high school counselors or teachers.

TABLE III-3

PERCENTAGE OF STUDENTS BY IMPORTANCE PERCEIVED FOR NON-ENROLLMENT BY OTHERS

Reason for Non-Enrollment	Frosh & Soph.			Vocational			Special Interest		
	None	Some	Much	None	Some	Much	None	Some	Much
Lack of Money	32	44	10[a]	11	46	18	16	29	7
Wanted Better College	8	58	19	21	46	7	16	25	13
Desire to Live Away From Home	19	39	24	39	21	14	18	15	18
Lacked Information About NIC	41	32	11	21	43	11	27	15	7
Advice of High School Counselors Not to Enroll	62	16	3	61	7	--	40	5	2
Advice of High school Teachers Not to Enroll	60	16	4	50	18	--	40	5	2
Program Wanted Not Offered	18	50	12	29	43	4	13	31	5
Lack of Transportation	47	25	6	36	29	11	36	7	--
No Interest in Further Education	10	62	10	11	32	32	9	33	9
Too Much Like High School	31	37	14	36	36	4	27	18	4

[a] The difference between the sum of percentages in each triad and 100 is the percentage of non-response to the item.

Most Important Reason for Attending College

The most important reasons for pursuing an education beyond high school cited by freshmen and sophomores were desire to enter an occupation requiring a bachelor's or higher degree (44%), desire to enter an occupation requiring technical skills and/or associate degree (14%), desire for a broader cultural-educational background (13%), to obtain skills necessary for advancement in a present job (8%), to gain higher social status and prestige (5%), and encouragement by parents or other relatives (3%). Five percent had other reasons, and 8% did not respond.

One-half the vocational students came to college, because they wanted to enter an occupation requiring technical skills and/or an associate degree, 14% because they wanted to obtain skills necessary for advancement on their present job, 7% because they desired a broader cultural-educational background and 4% to gain higher social status and prestige. Eighteen percent had other reasons, and 7% did not respond. The predominate reason special interest students cited for pursuing further education was the desire for a broader cultural-educational background (36%). Sixteen percent desired to enter an occupation requiring a bachelor's or higher degree (16%). Nine percent of the special interest students enrolled to obtain skills necessary for job advancement; 5% wanted to enter an occupation requiring technical skills and/or an associate degree; 4% were continuing because of encouragement by parents or other relatives, and 2% sought higher social status and prestige. Thirteen percent had other reasons, and 15% did not respond.

Source of Most Information About NIC

Students were asked to indicate the source from which they had obtained most information about North Idaho College. The single source from which most students (50%) obtained most information was written materials about NIC such as brochures, newspaper articles, catalogue, etc. The next most important source was word of mouth from friends or relatives (14%). Nine percent indicated they got most information from NIC representatives. Seven percent got information from high school teachers or guidance counselors. Information was obtained also from NIC students (4%), employers or persons with whom students worked (3%), and other high school students (2%). Eight percent got most of their information from some other source, and 3% did not respond.

The source of most information varied somewhat for the several groups of students. Vocational students got most of their information from written materials (32%), high school teachers and counselors (21%), and representatives of NIC (14%), while special interest students got most of their information from written materials (55%) and from friends or relatives (11%). Freshmen obtained most of their information from written materials (49%), friends or relatives (15%), and representatives of NIC (11%). Sophomores indicated they had most information from written materials (55%), and friends or relatives (15%). The importance of written materials about the college emerged as being predominant.

Evaluation of NIC Experience

A high percentage (90%) of all respondents indicated if they were making the choice again they would enroll in North Idaho College. This was the case for 87% of the freshmen, 90% of the sophomores, 93% of the vocational students, and 94% of the special interest students. This was the case for 90%, 89%, and 93% who reported their high school grades had placed them in the top, middle, and lower thirds of their high school class, respectively.

Respondents were asked how well they thought the course of study they were pursuing was preparing them for what they planned to do upon completion. Of all respondents, 37% believed the program was giving them just what they thought was needed, and 40% indicated their course of study was good in most ways but could be better in other ways. Thirteen percent indicated their course of study was fair but could be better, and 3% believed their course of study was not preparing them very well. Seven percent did not respond to this question.

Fifteen percent of the freshmen and 13% of the sophomores indicated the course of study was not preparing them very well or that it was fair but could be better. On the other hand, 43% of the freshmen and 32% of the sophomores believed they were getting just what they thought they needed. Thirty-five percent of the freshmen and 50% of the sophomores indicated their program was good in most ways but could be better in other ways. About one-fifth (21%) of the vocational students believed they were getting just what they thought they needed, but one-half indicated their program was good in most ways but could be better in some ways. One-fourth indicated their course of study was fair but could be better. Four percent didn't respond.

Although 15% of the special interest students failed to respond to this question, 38% indicated their course of study was giving them just what they thought they needed. About one-third (32%) felt their work was good in most ways but could be better in some ways, and 13% felt their program was fair but could be better. Two percent didn't think their course was preparing them very well.

Of the students who reported their high school grades placed them in the top, middle, and lower thirds of their class 80%, 78%, and 73%, respectively indicated the college course of study had given them just what they thought they needed or was good in most ways but could be better in some ways. Twelve percent, 18%, and 27%, respectively, indicated the course of study had not prepared them very well or was fair but could be better. The lower the previous grade status, the less well students judged the college program.

Respondents who didn't believe their course of study was giving them just what they thought they needed were asked to indicate how they thought North Idaho College could prepare them better. Of all respondents, 124 or 53% wrote a suggestion and they appear below.

Addition of Class/Courses

Offer more choice of classes.

More dance classes.

Offer a pre-calculus class.

More business and computer courses, good general education otherwise.

More advanced courses in Medical, biology.

Day and evening classes for each course, e.g., Business Law.

Doesn't really offer Hotel Administration classes.

More correspondence courses, i.e., science, that lead to a B.S. degree--can't leave area to pursue those.

Our daughter was counseled into going into advertising art because of there wasn't any decorating or design classes.

Offer more classes.

More classes for adults.

More art courses.

More variety of classes outside of major.

Provide 3rd year electronic tech class.

More Spanish classes offered---more often.

More interior decorating.

More practical OJT for students.

Small business mini-courses.

Not enough classes in Hotel and Restaurant Management.

More classes.

More continuing medias; art, drawing, composition.

More professions offered.

Fashion merchandising needed--shouldn't be dropped.

Broader selection of special interest classes and more organization among instructors.

More computer science classes in business administration.

Associate degree in accounting.

More teacher preparation courses.

More computer science courses of everyday kind.

More classes that transfer to universities.

Offer broader range of classes.

Offer more classes through the universities, i.e., Hotel Management.

Offer classes that apply to major being taken.

More fields to choose from.

Nature of Courses

Smaller law enforcement classes for more individual training.

Have more teaching classes available that would transfer credit to EWU. Library needs m ore teaching curriculum resources.

You could orient the courses to the real work field. Get a teacher who's not first interested in herself but what the students are doing.

Offer more strenuous courses.

More satisfying courses and evening courses.

More realistic simulation of real job training--practical experience.

Design for students, i.e., finances for divorce, etc.

More clinic hours for nursing students, less pre-requisites and pay more attention to community students.

More hands-on and workshops from "real" business world.

Higher level courses.

Provide a basic sound education on which to build.

More hands-on experience with equipment.

Better education classes.

Deeper into subject matter.

Tried to cram too much into course. Grade curve too low.

More competitive.

More tailored to vocational needs, e.g., tech. writing instead of English composition.

Textbooks study related to job situation.

Classes more detailed and difficult.

More situational practice related to new skills.

More field work.

More on-the-job police experience, i.e., like military police.

Teachers and Teaching

Faculty unwilling to discuss other ways of doing things in their area; need to get in touch with mainstream of profession.

Give more encouragement and incentive.

Require tenured teacher be qualified--most are good but some in Education are worthless.

Better teachers in some areas.

Better instructors.

Instructor could pay ore attention to students, rather than people who drop in to see her during class time.

Too much rote learning--not enough thinking required.

More emphasis on classroom instruction and not job skills.

More teacher involvement.

Too much teaching like a high school.

Too many negative instructors.

Better instructors.

Better math staff.

More knowledgeable instructors.

Bring in more outside experts in career fields.

Trained well, instructor great in class.

Caring instructors who help students having trouble.

Teachers need technical improvement in teaching.

Some of courses could be better taught and transfer to out of state.

More of themes.

Educational Resources

Better learning materials.

More up-to-date equipment, longer courses, bigger shop.

More instructors.

More student classroom freedom.

Library too small; tennis needs improvement; don't cut ESH budget.

Better library.

Library too small.

General Curriculum

Its hard to obtain some of the classes I am interested in because of the small enrollment.

By not having so many less important subjects and put more importance on the more used and harder to learn subjects (like electrical and hydraulics).

To move more quickly to major of study desired, too many pre-requisites.

All courses above 100 level be transferrable to state university.

Isn't big enough school to have everything.

Good two-year course of study at NIC.

Core course excellent.

Work on major without taking bone-head courses.

Provide fewer types of algebra, government and social classes.

B.S. degree work available without leaving area.

GED course excellent.

More interest shown in night courses.

Academic courses available in more Vo-Ed sections.

Some things are difficult to transfer.

Classes too small.

PE shouldn't be required.

Guidance

More input in high school about college.

Help me get into the trade I want.

Job placement in major study area.

Better academic advisement.

More career guidance.

More information available at high school level.

Need more information on classes available.

More information on occupations.

More degree information during advising other than catalogue.

More pre-enrollment career information, especially for older students.

Institutional

Become a university.

Could be a four-year college.

NIC is doing adequate job given the economy.

Mostly, fit the bill.

Become a four-year school.

More community involvement.

More suitable classes in Sandpoint.

Become a four-year school.

More other community opportunities, i.e., Sandpoint courses, etc.

Broader selection of classes at satellite locations.

Other Reactions

The course I took was excellent.

I think it's fine.

Can't think of anything they could do.

It couldn't prepare me any better.

Don't know (2).

Program Offerings Suggested

Nineteen percent of all respondents, or 46 respondents, indicated there was a program of study not offered at North Idaho College in which they would have been more interested than the program in which they were enrolled. This group consisted of 21 freshmen, 13 sophomores, 8 special interest students, and 4 vocational students. Fourteen respondents did not answer this question. Persons who felt another program not offered would have been of more interest were asked to name such a program, and 41 respondents identified a program. They are listed below.

Business

Advertising

Insurance

Interior Decorating (3)

Broader degree of study in photography and design.

International law to top business students.

Small business mini-courses.

Hotel and restaurant management courses, more (3).

More accounting degree classes.

Operational studies of management, e.g., MIS.

Marketing

Business

Secretarial

Communications

Not journalism, but script writing.

Sign language courses (4).

Health Related

Surgical or ultrasound technician.

Clinical microbiology.

Baccalaureatte of Nursing Program (B.S.N.)

Dental hygiene assistant course.

Chiropractic

Nutrition classes.

Surgical technician.

Paramedic.

Agriculture Related

Animal Health Technician

Plant Science--Horticulture.

Equine science, horse shoeing.

Wildlife Management.

Industrial

Carpet laying.

More lineman training for phone or electrical companies.

Hydraulics.

Electronics.

Miscellaneous

Paralegal (2).

Law.

Philosophy.

Evaluation of Selected Services Offered by NIC

Respondents were asked whether they knew about and had used each of 17 different types of support services offered by NIC. Then they were asked to render a judgment about the amount of help they had received from each service they had used. Results are shown by percentages in Table III-4.

Services known about by the largest percentages of students were library materials, counseling, and financial assistance. Least known services were legal assistance, learning skills improvement, and testing services. Services most used by respondents were library materials, financial services, and counseling services. Least used services were legal assistance, veteran's assistance, and child care. The services from which the highest percentage of students had much help were financial assistance, library materials and health services. Largest percentages of students got some help from library materials, counseling services, and academic advisement. Largest percentages of students indicated they had no help from child care, legal assistance, veteran's assistance, and transfer information.

TABLE III-4

PERCENTAGES OF STUDENTS BY KNOWLEDGE, USE, AND HELP RECEIVED FROM SELECTED SERVICES

Type of Service Offered	Know About	How Used	Amount of Help			No Response
			Much	Some	None	
Counseling Services	78	34	11	22	20	47
Career Information Center	60	20	4	16	22	58
Transfer Information	54	15	4	10	26	60
Financial Assistance	76	48	31	15	14	40
Health Services	62	32	12	18	16	54
Student Organizations	62	14	5	13	23	59
Library Materials	81	66	26	35	10	29
Orientation to College	59	27	9	19	18	54
Academic Advisement	60	32	8	22	18	52
Tutoring Services	72	20	8	11	24	57
Job Placement Services	47	12	3	7	25	65
Testing Services	40	9	1	10	23	66
On-Campus Housing	73	6	5	2	25	68
Learning Skills Improvement	37	8	5	3	24	67
Veteran's Assistance	52	4	2	3	27	68
Child Care	65	5	4	2	27	67
Legal Assistance	34	3	2	3	27	68

Over one-half the students did not know about testing services, job placement services, learning skills improvement, and legal services. The only services that more than three-fourths of the students knew about were library materials, counseling services, and financial assistance.

Availability of Educational Opportunities in Panhandle Area

Students were asked what they thought about the availability of training and educational opportunities beyond high school in the Panhandle area. Of all respondents, 48% of the males and 40% of the females indicated the opportunities were adequate for all who desired more schooling. However 12% of the men and 17% of the women thought such opportunities were poor and more should be available locally. About 38% of the men and 40% of the women felt there was a fair amount of opportunity but some persons desiring education or training can't find what they want.

Of the freshmen and sophomores, 40% thought the opportunities were adequate for all who desired more school, and another 41% thought there was a fair amount of opportunities, but some desiring educational opportunities beyond high school can't find what they want. Eighteen percent believed such opportunities were poor, and more should be available. One percent didn't respond. While 7% of the special interest students did not respond, 47% thought opportunities were adequate; 38% believed they were fair; and, 7% thought they were poor and more should be available locally. More men (52%) than women (44%) special interest students thought opportunities were adequate.

Among vocational students 55% of the men and 38% of the women believed opportunities were adequate, while 30% of the men and 38% of the women indicated such opportunities were fair. Ten percent of the men and 13% of the women felt such opportunities were poor and more should be made available locally. The total of vocational students judging such opportunities as adequate, fair, and poor were, respectively, 50%, 32%, and 11%. Seven percent did not respond.

Of all respondents 35% (33% male and 36% female) indicated they would like to study on a non-credit basis a topic of special interest with others having similar interests. Thirty-one percent (74 persons) suggested one or more topics of special interest, and those suggestions appear below.

Business

Business administration and computer orientation.

More business, practical training.

Basic computers (4).

Commodity trading.

Working in own business.

Small business start up.

Small business management.

Photography (5).

Advertising.

Fine Arts

Language

Conversational French.

Continuing art, watercolors, drawing.

Religion courses.

Art, pottery, and photo classes.

Paper-making.

Stainglassing.

Designing techniques.

Sign language course.

Etching.

Advanced tap dancing.

Music.

Guitar lessons.

Dance.

Recreational Piano #2.

World religion.

Music (daytime).

Weaving.

Foreign languages.

More art classes with open-minded instructors.

Conversational German.

Social--Personal

Single parent organizing.

Counseling, self-esteem, women's issues, growth types.

Solving family problems.

Ethical studies (social).

Working with young girls (OB-Gyn), counselor.

Pain control for cancer patients.

Women's studies and contemporary history.

Class to tie the state government functions together.

Class on understanding and dealing with elderly.

Recreational

Outdoor oriented.

Hunting and fishing.

Travel.

Winter leisure activities: contract bridge, chess, etc.

Outdoor activities.

Travel information.

Science Oriented

Geology--adult evening.

Environmental science/state and local government functions.

Zoology or archeology.

Geography.

Floral and fauna of Northwest; nature courses (geology).

Trade/Industrial

Drafting.

Electrical or hydraulics.

Car mechanics, welding.

FCC licensing preparation.

Solid state control, hydronics.

Auto body.

Agriculture

Gardening.

Equine science, horse shoeing, canoeing.

Gardening, canning.

Health

C.P.R.

Aerobics (2).

Weight training.

B.S.N.

Social Sciences

Good class on world history.

History of Northwest 1800-1900.

Law enforcement.

Miscellaneous

Martial arts.

Adult continuing education has excellent variety already.

Prospecting for gold.

Keep up-to-date course study.

Calculus I and II.

Any that interest me.

Something fun and interesting.

Local area staff.

Open to all interests.

Of all respondents, 18% believed there were some types of educational-cultural services or activities which should be made available to adults in the Panhandle area of Idaho. Of the 41 persons who had this opinion, 37 gave suggestions, and 68% of those making suggestions were freshmen and sophomores. Suggestions made by all persons appear below.

Workshops

Time management, supervisory, leadership and team-building workshops.

More different types of workshops.

Workshops (4).

More workshops like "women in work place."

Employment and self-esteem workshops.

Informative workshops, e.g., "What to do when _____!"

Workshops and forums on politics, candidates, etc.

Business related workshops.

Forums

NIC should be the center and forum of special events, i.e., educational and cultural type.

Forums on Northern Idaho, e.g., economy, etc.

Popcorn forum takes care of it.

Special forums for senior citizens, more daytime classes for mothers.

More political forums to enlighten populace.

Lectures

Major guest speakers or entertainment.

Special interest speakers; and experts on waterskiing, rafting, hunting, fishing and travel.

Lectures by authors, journalists, and philosophers.

Cultural Events

More special events--advertise them in more than just the press.

More dances.

Share cultural experiences with foreign students.

More culture events--concerts, plays, and popular forums.

Open lectures; concerts.

Interest Topics

Hygiene and etiquette.

Environmental science, e.g., Spokane aquifer hazards.

On popular subjects.

More awareness towards different races (and get rid of Aryan nations); mentally ill people.

Weaving, crafts.

Counseling, self-esteem.

Night classes on science for those that work.

Reading and writing courses, special interest courses.

Philosophy; ethics.

General--Miscellaneous

More local community involvement.

More classes for senior citizens.

No tennis team or competition at college.

Best I've seen was Windham Hill!

Summary

College student responses to the study provided the data which are summarized in this section.

Characteristics of the Respondents

1. About 6 of every 10 respondents were female; two-thirds of all respondents were freshmen and sophomores of which 60% were freshmen; and a small majority (53%) had completed 26 credit hours or less. About one-fifth of the special interest students had completed more than 26 credits.
2. Slightly over one-half (51%) of all students were age 26 and over. Over three-fourths (78%) of the special interest students were 34 and over, while about one-third of the vocational and 17% of the freshmen and sophomores were in that age category.

3. Eight of ten students were either from Kootenai County or from outside Idaho; only 3% were from Benewah and Boundary Counties, 7% from Shoshone County, and 5% from Bonner County. The rest (5%) were from Idaho outside the five-county area.

4. One-third of all students were unemployed, and 27% worked 20 or fewer hours. About one-half of the special interest students worked 30 or more hours weekly as did 18% of the vocational students.

5. Nearly three-fourths of the students get to the college in less than a half hour from where they start the trip, but 13% travelled 45 or more minutes. The largest percentage of students traveling the longest were vocational students.

6. Over 9 of every 10 vocational students were enrolled full-time compared to 7%, 67%, and 81%, respectively, of the special interest, freshmen, and sophomore students.

7. Largest percentages of students were enrolled in business administration and small business management (22%), general and liberal studies (15%), industrial/technical education (10%), and human services (13%).

Educational Plans and Intentions

8. Slightly over one-half the freshmen (53%) and two-thirds of the sophomore students expected to complete a degree or certificate program at NIC. About 9 of every 10 vocational students planned to complete a degree or certificate program at NIC as did 15% of the special interest students.

9. Percentages of students who expected to terminate their formal education at NIC were freshmen 18%, sophomores 15%, special interest 53%, and vocational 32%.

10. The next year after they are through attending NIC higher percentages of men than women freshmen and sophomores expect to transfer to a 4-year college or university for further study; 55% of the freshmen and 58% of the sophomores expected to make this transfer. Larger percentages of all women than men freshmen and sophomores expected to work full-time as did all the women and three-fourths of the men vocational students. Only 7% of the special interest students expected to transfer to a 4-year institution.

Reasons for Attending College and NIC

11. Most freshmen and sophomores went on to school after high school graduation because they wanted to enter an occupation requiring a bachelor's degree (44%), or associate degree or technical skills (14%), or to broaden their cultural-educational background (13%). One-half the vocational students continued in school because they desired to enter an occupation requiring technical skills and/or an associate degree, for job advancement (14%), and for a broadened cultural-educational background (7%). The predominant motivation for special interest students was to gain a broader cultural-educational background.

12. The reasons why the largest percentages of students enrolled at NIC were convenience of location and low cost for freshmen, desire to live at home and convenience of location for sophomores, presence of courses wanted and good reputation of college for vocational students, and presence of courses desired for special students.

13. Reasons of importance why freshmen and sophomore students believed more of their friends and classmates did not enroll at NIC were lack of interest in further education and desire to live away from home. Vocational students cited the lack of interest but also lack of money and desire for a better college. Lack of interest was cited by special interest students along with desire to live away from home.

14. Lack of information about NIC was cited as being of some or much importance by 43% of the freshmen and sophomores, 54% of the vocational students, and 22% of the special interest students as to why they believed more persons did not enroll at NIC.

15. Desire for a better college was cited as a reason of some or much importance as to why more persons did not enroll at NIC by 77% of the freshmen and sophomores, 53% of the vocational students, and 38% of the special interest students.

16. A reason of some or much importance believed responsible for why more persons did not enroll at NIC was lack of programs wanted. This belief was held by 62% of the freshmen and sophomores, 47% of the vocational students, and 36% of the special interest students.

17. Relatively small percentages of students in any category of enrollment believed negative advice from high school counselors or teachers in the area was responsible as a reason more persons did not enroll at NIC.

18. Lack of transportation was believed to be of some importance by about 26% of all freshmen, sophomores, and vocational students as to why some other persons did not enroll; this was especially true for girls.

Source of Information About NIC

19. The predominant source of information about NIC for all students responding was written materials (50%) and word of mouth (14%). The source of most information about NIC varied among the groups with high school teachers and counselors being a source for over one-fifth (21%) of the vocational students, second to written materials. Written materials included newspaper articles, college program brochures, college catalogue, and the like.

Evaluation of NIC Experience

20. At least 9 of every 10 responding college students would enroll in NIC if they were making the choice again. A slightly higher percentage of vocational and special students than freshmen and sophomores would enroll again if they were making the choice again. This held true, regardless of the class rank students had in high school.

21. About 4 of every 10 respondents believed their program at the college was giving them just what they needed; another 4 of every 10 believed their program was good in most ways but could be better in other ways. Sixteen percent indicated their course was fair but could be better or that it wasn't preparing them very well (3%). Students who believed their course of study wasn't preparing them very well were freshmen 15%, sophomores 13%, vocational students 0%, and special interest students 2%. The lower the high school class rank, the lower were the percentages who believed their program was preparing them well and vice versa.

22. Students who did not think they were getting just what they needed (53%) gave suggestions for improvement. Those focused upon the need for a greater variety and more types of offerings, the nature of classes offered (e.g., more field work, more competitive and strenuous courses), teachers and teaching methods, need for better resources (e.g., library), guidance and counseling, and general curriculum and institutional characteristics.

23. Nineteen percent of all respondents indicated there was a program not offered in which they would have been more interested than the one in which they were enrolled. Most gave suggestions, and they tended to cluster in the business and health related areas with some suggestions in the industrial and agricultural related areas. If the sample for the study is truly representative of all students, and, except for a modest return rate, there is good reason to believe it was, then areas for further study would be the need for further work in hotel and restaurant management, interior decoration, and a sign language course for human services work.

24. Support student services about which largest percentages of students were familiar were library materials, counseling services, and financial assistance. Least known services were legal assistance, testing services, and learning skills improvement.

25. Least used services were legal assistance, child care, and Veteran's assistance.

26. Largest percentages of students had no help from child care, legal assistance, Veteran's assistance and transfer information, while largest percentages got help from library materials, counseling services, and academic achievement (what courses to take).

27. The only selected support services that more than three-fourths of the students knew about were library materials, counseling services, and financial assistance. Over one-half did not know about testing services, job placement services, legal assistance, and learning skills improvement services.

Community Educational Opportunities

28. About 5 of every 10 men and 4 of every 10 women believed educational opportunities in the Panhandle area beyond high school were adequate for all who desire more schooling; about 4 of every 10 men and women believed there was a fair amount of opportunity, but some persons weren't able to find what they wanted. Twelve percent of the men and 17% of the women thought such opportunities were poor.

29. Approximately one-third of all students indicated they would like to study on a non-credit basis a topic of special interest with other persons having similar interests. Special interest topics suggested were in the fields of business, fine arts, social science, trade/industrial, science, and agriculture, and social-persons help type, recreational, and health related classes.

30. Almost 2 of every 10 respondents believed there were some types of educational-cultural services or activities which should be made available to Panhandle area adults. Suggestions included workshops, forums, lectures, cultural events, e.g., dances, concerts, etc. and various interest topics.

PLANNING STUDY
FOR
NORTH IDAHO COLLEGE

PART II

BY

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JUNE 1988

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CHAPTER II-I

INFORMATION FROM PARENTS OF FIFTH GRADERS

Children in Grade 5 typically represent a cross section of the younger age community residents with children in school. For long-term community college educational planning, it is important to know the general community aspiration for youth, image held regarding the community college, and interests of a cross section of adults for their own education. Logistically, the fifth grade age child is very good in carrying a questionnaire home, in urging parents to respond, and in getting the information back. Responses were collected by the researcher sealed and processed on computer for statistical purposes. Parent responses were completely anonymous. One might wonder why a cluster random sampling technique was not used to get the information. That would have involved picking certain elementary schools, or classes, and not others on a random basis to save money, time, and effort. One by-product hoped for in the study was to give the North Idaho College greater visibility in the process of getting pertinent information. Thus the decision was made to include all schools and classes.

Questionnaires prepared for the purpose, which had been reviewed previously by all district superintendents or their representatives and the college technical study committee, were distributed through 1,806 children in grade 5 classes in all but one school district with grades 1-12. For good reason, one district could not participate in this phase of the study. Overall the rate of returned responses was 79.3%. This rate of return was high enough that the addition of missing responses would not have likely affected materially the findings. Responses by county were: Benewah--89%, Bonner--91%, Boundary--78%, Kootenai--76%, and Shoshone--72%. The highest rate of response in all elementary schools was 95% in the Kootenai School District.

The purpose was to gather opinions and information about parents' present educational interests and their long-range plans and aspirations for educational and occupational training of their children. Questionnaires were distributed with a cover letter signed by the district superintendent, or other appropriate district official, urging cooperation in completing the questionnaire and returning it to school in a sealed envelope provided for the purpose.

Characteristics of the Respondents

Of the 1,433 families cooperating in the study, 82% completing the questionnaire were mothers, and 18% were fathers. By county, percentages of total responses were: Bonner--22%, Boundary--7%, Kootenai--53%, Shoshone--12%, and Benewah--6%. The largest percentage of fathers completing the questionnaire were in Boundary County and the lowest in Kootenai County. Of all responses, 31% were from the Coeur d'Alene School District, and 22% were from Bonner County School District; 11% were from the Post Falls School District, and 9% were from Lakeland School District. With the addition of 2% from Worley and Kootenai Districts, 75% of all responses were from Kootenai County in which North Idaho College is located.

Of the children represented by the responses 47.4% were boys and 52.2% were girls. Of all parents responding, 28% had lived in the area served by their elementary school 1 to 5 years, and 9% had lived there less than one year. Over one-fifth (22%) had lived in the district over 5 and under 10 years, while 41% had been there over 10 years. Thus, well over one-third (37%) of all respondents were relative newcomers to the school district serving their children. Of the working fathers and mothers, 79 and 92 percentages, respectively, worked in the county of residence, but 7 and 3 percent, respectively worked outside the county in Idaho. Fourteen percent of the fathers and 5% of the mothers worked outside of Idaho.

Over one-fourth (27%) of all respondents had never had any association with NIC. Two percent worked for the college, and 12% knew someone who worked there. Seventeen percent had worked on a degree at NIC, and 17% had taken a community service non-credit adult education course at the college. Four percent had one or more children attend NIC, and 22% had relatives other than their children attend. Only 0.5% had served on a college advisory committee, and 0.1% had been a special student not working on a degree. The largest percentage, 37%, had friends who took courses offered by the college.

The highest level of school completed by fathers was elementary school 8%, high school 32%, some college 33%, and college or university graduation 26%. Seven percent of the mothers had completed elementary school as the highest level; 36% were high school graduates; 39% had some college, and 18% were college or university graduates. Of the respondents, 59% of the fathers and 57% of the mothers had schooling beyond the high school.

Occupations reported for fathers and mothers are shown in Table I-1 by percentage. Nineteen percent of the fathers were engaged in business; 19% were in agriculture related occupations with lumber harvesting and processing predominant; 11% were in the building trades including construction; and 14% were in a profession including education and engineering. These occupations accounted for 63% of the father's occupations. About four of every ten (37%)

TABLE I-1

PERCENTAGE OF WORKING PARENTS BY OCCUPATION

Occupation	Father	Mother
Lumber Harvesting/Processing	16.0	0.4
Building Trades	11.0	1.0
Professional (Other Than Nurse, Engineering or Education)	8.0	3.0
Laborer	8.0	5.0
Truck or Heavy Equipment Operator	6.0	0.1
Business Management/Administration	5.0	2.0
Run Own Business	5.0	3.0
Selling/Salesperson	5.0	5.0
Electricity/Electronics	4.0	0.1
Office/Clerical/Secretarial	4.0	21.0
Mechanics	4.0	0.1
Teacher/School Administrator	4.0	7.0
Other Agriculture/Forestry	3.0	1.0
Factory Foreman/Worker	3.0	1.0
Machine Shop/Machinist	2.0	0.3
Law Enforcement	2.0	0.3
Social Service/Worker	2.0	2.0
Engineering	2.0	0.1
Student	1.0	2.0
Nursing/Med. & Dental Tech.	1.0	6.0
Computer Operator/Programmer	0.6	0.1
Beautician/Barber	0.1	1.0
Airline Worker	0.1	0.1
Housewife	----	37.0
Unemployed	3.0	1.0
Miscellaneous	0.1	----

of the mothers were full-time housewives--domestic engineers (37%), office/secretarial/clerical workers (21%), teachers (7%), or health care workers (6%).

Education Level Planned For Child

Parents were asked in view of their child's grades in school so far how much more education they planned for the child to complete. This question was designed to reflect the general level of parental aspiration and interest for their child's education even though it is well known that when the time comes most would take into account the child's desires and interests. About one-fourth (24%) indicated high school graduation, and percentages of parents among the five counties were about the same. Of all parents, 26% planned for their child to complete a trade, technical, or vocational school or institute program. In this regard, there were considerable differences in percentages among parents in the five-county area. Percentages were highest in Kootenai County (53%) and lowest in Benewah County (6%). Percentages in other counties were: Bonner--22%, Shoshone--12%, and Boundary--7%.

About one-fifth (21%) of all parents planned that their child would complete a community college program. Percentages were similar, and it is probable that respondents thought of the community college as the place to obtain the vocational types of education and training. The highest percentage was 53% in Kootenai County, and the lowest percentage was 6% in Benewah County. Other percentages were: Bonner--22%, Shoshone--12%, and Boundary--6%.

Approximately 62% of all respondents planned for their child to complete a four-year or higher college or university degree program. Percentages were: Kootenai--53%, Bonner--22%, Shoshone--12%, Boundary--7%, and Benewah--6%. Since parents were asked to indicate more than one level of education which applied to their planning, it is obvious that some viewed completion of a vocational or community college program as a step to completing a four-year degree.

Educational expectations were analyzed by length of time parents had resided within the area served by the elementary school to determine if there was a difference between persons who had been in the area served by their elementary school a relatively short time (5 years or less) compared to those who had been there longer. About 25% of those who had lived there 5 years or less compared to 23% who were there longer indicated high school was the type of further education they planned for their child to complete. Slightly over one-fourth (26%) of the short-term respondents compared to 27% of the longer-term ones indicated they planned for their child to complete a trade, technical, or vocational school or institute program. Eighteen percent of the short term and 24% of the longer term parents indicated they planned for their child to complete a community college program. Sixty percent of the parents who had lived in the area of current residence 5 years or less and 63% of those residing there longer expected their child to complete a four-year or higher college or university degree program. Oldtimer and newcomer residents differed most in the percentages planning for their child to complete a community college program. A larger percentage of the oldtimers planned for their child to attend a community college. Perhaps this is because more of them knew more about North Idaho College programs.

Parents' Certainty That Child Would Continue School After High School

Parents were asked both how certain they were their child now in the fifth grade would continue their education after high school graduation and whether they would attend North Idaho College. Information is presented by percentage in Table I-2 on these matters.

One can see by viewing Table I-2, for example, 33% of the parents responding from Benewah County indicated they were very certain their child would continue in school beyond high school, but only 3% were very certain the child would attend NIC. Other data in Table I-2 are to be read in similar fashion. Overall, 43% of all parents were very certain their child would continue in school after high school graduation and 10% were very certain the child would attend NIC. An additional 36% indicated their child would probably continue in school, and 22% indicated the child would probably attend NIC. The largest percentages indicating the child would probably attend NIC were in Bonner and Kootenai Counties, and the smallest percentages were in Benewah and Boundary Counties. Only 3% of all parents responding indicated they were quite certain their child would not or probably would not continue in school after high school, and 18% were uncertain. Over one-half of all parents were uncertain if their child would attend NIC, and another 16% indicated they were quite certain their child would not attend NIC or probably would not do so.

While 83% of all parents indicated they planned for their child to complete a community college or four-year college degree, 43% were very certain their child would attend school after high school graduation and another 36% indicated the child would probably attend. About one-third (32%) indicated they were very certain the child would attend NIC or would probably do so.

TABLE I-2

PERCENTAGES, BY COUNTY, OF PARENTS BY CERTAINTY CHILD WILL CONTINUE SCHOOLING PAST HIGH SCHOOL

Degree of Certainty By County	Continue School Somewhere	Continue at North Idaho College
Very Certain to Attend		
Benewah	33	3
Bonner	36	6
Boundary	38	5
Kootenai	47	13
Shoshone	44	9
TOTALS	43	10
Probably Attend		
Benewah	34	10
Bonner	41	21
Boundary	35	14
Kootenai	36	26
Shoshone	29	17
TOTALS	36	22
Uncertain		
Benewah	28	69
Bonner	19	57
Boundary	22	55
Kootenai	14	44
Shoshone	25	62
TOTALS	18	51
Probably Not Attend		
Benewah	2	14
Bonner	2	11
Boundary	3	15
Kootenai	2	10
Shoshone	2	5
TOTALS	2	10
Quite Certain Not to Attend		
Benewah	2	3
Bonner	1	6
Boundary	1	9
Kootenai	1	6
Shoshone	0	6
TOTALS	1	6

The degree of certainty that the respondents' child now in grade 5 would continue their schooling after high school graduation was examined by length of time the parent had lived in the area served by the elementary school. Forty-three percent of the newcomer parents compared to 42% of the oldtimers were very certain their child would continue in school beyond high school. Twenty-two percent of the newcomers and 19% of the oldtimers indicated it was quite certain the child would not continue in school, would probably not do so, or it was uncertain if the child would do so. A slightly larger percentage of newcomers than oldtimers indicated their child would not continue in school. Thirty-four percent of the newcomers and 38% of the oldtimers indicated their child would probably continue their schooling. Regardless of time lived in the area, about the same percentages of parents had similar types of expectations for their children's education.

As to certainty that the child would attend North Idaho College, 26% of the newcomers and 34% of the oldtimers indicated it was very certain their child would attend or probably would do so. Over one-half (53%) of the newcomers and exactly one-half of the oldtimers were uncertain. Twenty percent of the newcomers who had lived in their present location five years or less and 15% of the oldtimers who had lived there longer than 5 years were either quite certain their child would not attend North Idaho College or indicated they would probably not attend there.

Parents' Occupational Aspirations for Their Children

As part of sensing the general public aspiration level within the region, parents were asked to indicate the type of work for which they would be most interested in having their child prepare (education and training) prior to job entry. Broad categories of types of work related to levels and amounts of education were used.

Sixteen percent of all parents indicated they were interested in their child preparing for a skilled trade. A skilled trade was defined as requiring a high school and/or trade school, and sometimes community college, education plus a period of several years apprenticeship. Percentages were about the same (around 20%) in all counties except Kootenai (13%).

Slightly over one-fifth (22%) were interested in having their child prepare for a semi-professional, technical, or middle level business occupation which usually requires two years of college or technical education and training. Percentages among the counties were: Benewah--31%, Boundary--26%, Kootenai and Shoshone--21%, and Bonner--20%. Three percent were interested in having the child become self-employed or prepare to run the family farm or business.

Nearly one-half (49%) were interested in having their child prepare for a professional career ordinarily requiring graduation from a four-year college and frequently a professional advanced degree in addition. Percentages differed among the counties. Percentages of parents interested in their child preparing for a profession were: Kootenai--55%, Shoshone--46%, Bonner--45%, Boundary--37%, and Benewah--36%.

Occupational aspirations of parents for their child now in grade 5 were examined according to residential duration at the current location. Those most interested in their child preparing for a skilled trade were newcomers (18%) and oldtimers (15%). Most interested in the child preparing for a semi-professional, technical, or middle level business occupation were newcomers (18%) and oldtimers (24%), but those most interested in their child preparing for a professional career were newcomers (49%) and oldtimers (49%).

Two percent of the newcomers and 3% of the oldtimers indicated they were most interested in having their child prepare for self-employment or to run the family farm or business. Ten percent of the newcomers and 6% of the oldtimers indicated they weren't interested in their child preparing for any of the categories of work mentioned above, and 2% of the former and 3% of the latter did not respond to the question. While the same percentages of all parents were most interested in having their child prepare for a professional career, a higher percentage of those who had lived at their present location longer were most interested in their child preparing for a mid-level technical, business, or semi-professional occupation.

Parents' Financial Planning for Child's Education

Parents were asked to indicate the plan they had for financing their child's education or training after high school graduation. Twenty-eight percent indicated they had no financial plan, but 19% had a definite savings plan. By county the percentages of parents with no plan for financing their child's education were: Benewah--34%, Bonner--33%, Shoshone--30%, Boundary--27%, and Kootenai--25%. Percentages of parents indicating they had a definite savings plan were: Shoshone--25%, Kootenai--21%, Boundary--16%, Bonner--14%, and Behewah--14%.

Of all parents responding, 21% plan to encourage their child to earn his/her own way to attend school after high school graduation, while 6% indicated they expected to pay all expenses for the child's school attendance. Percentages of parents by county expecting to encourage their child to earn their own way were: Bonner--25%, Boundary--21%, Kootenai--20%, Benewah--18%, and Shoshone--17%. Percentages expecting to pay all expenses were about the same among the counties.

Other finance plans were (1) expecting the child to win a scholarship --6%, (2) leaving it up to the child--3%, (3) expecting the child to receive schooling at government expense, e.g., military service--1%, and (4) a variety of other kinds of plans--12%. Three percent didn't expect their child to attend school after graduation or didn't respond to this question.

Of all parents, one-fourth either had a definite financial savings plan for their child's education or planned to pay all expenses.

Financial planning for their child's education was examined according to residential duration at the present location with 5 years or less considered newcomers and the others oldtimers. Thirty percent of the newcomers and 27% of the oldtimers had no plan at present, but 23% of the newcomers and 27% of the oldtimers had a definite savings plan for the purpose of educating their child after high school graduation or expected to pay all expenses. Four percent of the newcomers and 3% of the oldtimers were leaving it up to their child. Twenty-two percent of the newcomers and 20% of the oldtimers planned to encourage their child to earn his/her own way. Six percent of both the newcomers and oldtimers expected their child to win a scholarship, and 2% of the newcomers and 1% of the oldtimers expected the child to get education at government expense such as military service training. Others either didn't respond or did not expect their child to continue in school after high school.

Pro and Con Reasons for Encouraging Child to Attend NIC

Parents were asked which of several reasons were important as to why they would and might not encourage their child to attend North Idaho College. For planning purposes, these questions attempted to determine perceptions which parents had of the college: the college image. Parents were asked to indicate as many reasons in each instance which seemed to apply, and reasons listed were those which previous research studies have shown relate most to a community college. Responses by percentages are shown in Table I-3.

Viewing the information in Table I-3, it can be seen, for example, that of all parents in Benewah County responding to the study, 24% indicated a reason they would encourage their child to attend NIC would be low cost. Of those parents, 42% indicated another reason was convenient location of the college, and 23% cited the reason that NIC offers a good education. Percentages for parents of other counties are to be read in similar fashion. With some variation in percentages among the counties, reasons cited by the largest percentages for encouraging attendance at NIC were in order of frequency selected (1) convenient location (59%), (2) low cost (38%), (3) offers a good education (32%), and (4) technical and semi-professional programs are offered to prepare for job entry (28%). Predominant reasons why parents might not encourage their child to attend NIC were (1) child might not be interested (44%), (2) program needed not available (29%), (3) want child to attend a better college (13%), and (4) inadequate information about NIC (13%). Fourteen percent indicated they would not encourage their child to attend NIC, and 14% indicated they would encourage their child to attend.

Interest of Parents in Further Education

Parents were asked which adults over age 21 in their household would be interested in further education or occupational training. As reported, persons interested would be fathers (37%), mothers (63%), son or daughter (8%), and other adult (1%). Percentages of interested fathers were in Boundary, Kootenai, and Shoshone Counties (37%), Bonner County (36%), and Benewah County (31%). Percentages of mothers interested were in Bonner and

TABLE I-3

PERCENTAGES BY PRO AND CON REASONS RELATED TO ENCOURAGEMENT OF ATTENDANCE

Reason	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
1. For Encouraging Attendance at NIC						
Low Cost	24	37	28	42	34	38
Convenient Location	42	53	49	64	59	59
Offers Good Education	23	28	26	36	28	32
Friends Enroll There	1	5	6	8	8	7
Tech/Semi-Prof. Programs Offered to Prepare for Job Entry	22	27	22	29	32	28
Small Classes	13	19	15	19	21	18
College Personnel Takes Special Interest in Students	8	10	8	14	15	12
Child's Scholarship Not Good	2	2	2	2	2	2
Would Not Encourage Child to Attend	14	14	16	16	9	14
2. Might Not Encourage Child						
Too Expensive	9	7	5	4	5	5
Lack of Transportation	3	4	2	--	3	2
Child Might Not Be Interested	49	45	46	42	50	44
Program Needed Not Available	20	30	27	31	27	29
Want Child to Attend Better College	5	10	15	16	6	13
Want Child to Get Away from Home	2	4	5	5	1	4
Inadequate Information on NIC	14	18	18	10	13	13
Location Inconvenient	2	2	3	--	2	1
Will Encourage Child to Attend	11	10	12	17	13	14

Kootenai Counties (66%), Shoshone (61%), Boundary (49%), and Benewah (45%). The largest percentage of interested adult sons or daughters were reported for Shoshone County (10%) with Boundary and Benewah Counties next (9%). Other percentages were Bonner 8% and Kootenai 7%. A total of 24% of all respondents indicated no one in their household was interested in any further education or training. Stated another way, someone in 76% of the 1,433 households cooperating in the study reported there was one or more adults in the household interested in further education or training. This would be a minimum of 1,089 adults, but based upon percentages of interested persons given above, the number could be as high as 1,691 persons just from the parents of children in grade five who cooperated in this study. If these percentages were extended to non-duplicate households with children in elementary school, the numbers of adults interested in further education and training could be quite large. In Bonner County, there would be 348 adult persons in households cooperating in the study with a child in grade 5 interested in some kind of further education and training.

Types of Education in Which Adults Were Reported Interested

An effort was made to discover the fields of greatest interest which adults had for further education. Respondents were given a listing of 55 fields, including programs now offered at North Idaho College, and asked to indicate one of greatest interest for fathers, mothers, adult sons/daughters, or other adults in the household who had an interest in further education. Space was also provided for writing in the name of a field of study interest if it did not appear in the list of 55 fields. Below is a listing of fields with numbers and percentages of persons reported interested.

Field	Mother		Father		Son/Daughter		Totals	
	#	%	#	%	#	%	#	%
Business								
Accounting	59	4.1	10	0.7	3	0.2	72	5.0
Advertising Art	12	0.8	4	0.3	4	0.3	20	1.4
Hotel/Motel Mgmt.	5	0.4	3	0.2	--	---	8	0.6
Business Admin.	35	2.4	37	2.6	5	0.3	77	5.3
Office Admin.	8	0.6	1	0.1	1	0.1	10	0.7
General Bus. Mgmt.	43	3.0	25	1.7	3	0.2	71	4.9
Medical Office Asst.	20	1.4	--	---	1	0.1	21	1.5
Marketing	13	0.9	12	0.8	--	---	25	1.7
Fashion Merchandising	12	0.8	--	---	1	0.1	13	0.9
Secretarial (General)	25	1.7	--	---	2	0.1	27	1.8
Secretarial (Legal)	8	0.6	--	---	--	---	8	0.6
Secretarial (Medical)	13	0.9	--	---	--	---	13	0.9
Small Business Mgmt.	41	2.9	28	2.0	1	0.1	70	5.0
Total Business	294	20.5	120	8.4	21	1.5	435	30.4
Pre-Professional								
Pre-Law	4	0.3	4	0.3	3	0.2	11	0.8
Pre-Dentistry/Medical/ Pharmacy	--	---	1	0.1	3	0.2	4	0.3
Pre-Engineering	--	---	10	0.7	3	0.2	13	0.9
Pre-Optometry	1	0.1	--	---	1	0.1	2	0.1
Teacher Education	97	6.8	28	1.9	5	0.4	130	9.1
Liberal Arts & Sciences	21	1.5	9	0.6	5	0.3	35	2.4
Home Economics (Child Development)	6	0.4	--	---	--	---	6	0.4
Home Economics (Dietitics)	1	0.1	1	0.1	--	---	2	0.2
Home Economics (Business)	2	0.1	2	0.1	--	---	4	0.2
Total Pre-Professional	132	9.3	55	3.8	20	1.4	207	14.4
Communications								
Journalism Tech.	4	0.3	1	0.1	--	---	5	0.4
Broadcasting Tech.	3	0.2	2	0.1	1	0.1	6	0.4
Computer Science (Scientific)	18	1.3	32	2.2	4	0.3	54	3.8
Computer Science (Data Processing)	72	5.0	24	1.7	4	0.3	100	7.0
Total Communications	97	6.8	54	4.1	9	0.6	165	11.5
Fine/Performing Arts								
Art	33	2.3	9	0.6	3	0.2	45	3.1
Music	9	0.6	4	0.3	3	0.2	16	1.1
Theatre Arts	3	0.2	--	---	1	0.1	4	0.3
Total F/P Arts	45	3.1	13	0.9	7	0.5	65	4.5

Agriculture Related								
Animal Technology	14	1.0	4	0.3	4	0.3	22	1.5
Forestry	8	0.6	30	2.1	2	0.1	40	2.8
Total Ag. Related	22	1.6	34	2.4	6	0.4	62	4.4
Industrial/Technical								
Automobile Mechanics	2	0.1	31	2.2	6	0.4	39	2.7
Engineering Tech.	3	0.2	34	2.4	2	0.1	39	2.7
Construction Tech.	4	0.3	16	1.1	2	0.1	22	1.5
Bldg. Code Inspection	--	----	8	0.5	--	---	8	0.5
Instrument Repair	1	0.1	--	---	--	---	1	0.1
Printing Technology	4	0.3	1	0.1	--	---	5	0.4
Environmental Studies	1	0.1	3	0.2	--	---	4	0.3
Total Ind./Tech.	15	1.1	93	6.5	10	0.6	118	8.2
Service Related								
Instructional Aide	13	0.8	--	---	1	0.1	14	0.9
Food Service Mgmt.	5	0.4	1	0.1	--	---	6	0.5
Criminal Justice	1	0.1	2	0.1	2	0.1	5	0.3
Law Enforcement	1	0.1	11	0.8	3	0.2	15	1.0
Fire Science	--	----	4	0.3	--	---	4	0.3
Legal Tech. (Legal Aide)	6	0.4	1	0.1	--	---	7	0.5
Recreational Leadership	2	0.4	2	0.1	1	0.1	5	0.6
Social Service Aide	13	0.8	1	0.1	1	0.1	15	1.0
Tourism/Travel/Transp.	16	1.0	--	---	3	0.2	19	1.2
Total Service	57	4.0	22	1.6	11	0.8	90	6.4
Health Care Related								
Medical Lab Tech.	10	0.7	1	0.1	1	0.1	12	0.9
Dental Lab Tech.	3	0.2	--	---	1	0.1	4	0.3
Dental Assisting	6	0.4	1	0.1	--	---	7	0.5
Nursing	84	5.9	4	0.3	2	0.1	90	6.3
Mental Health Assoc.	7	0.5	--	---	--	---	7	0.5
Radiological Tech.	5	0.4	3	0.2	1	0.1	9	0.7
Research Library Medical Aide	2	0.1	--	---	--	---	2	0.1
Total Health	117	8.2	9	0.7	5	0.4	131	9.3
Other	32	2.2	27	1.9	4	0.3	63	4.4

As can be seen, the largest number of adult household members as well as percentage (30.4%) were interested in business-related education with accounting, business management, small business management, and general business management being fields of most interest. Next in order of interest were pre-professional programs, including liberal arts and sciences which are essential for a college degree leading to professional work. Computer science was next in order of interest preference. Since there were only 16 other adults in households, data for them was not reported; their preferences were spread among 14 of the 55 fields listed. This information is available but has not been presented by county. It is possible to determine, for example,. that 60 mothers, 47 fathers, and 10 adult sons or daughters, or 117 persons, among the Bonner County cooperating households were reported interested in further business related fields for further study compared to 37 mothers, 29 fathers, and 4 adult children in Shoshone County. Kootenai County households reported 168 mothers, 71 fathers, and 10 adult children interested in further education in one of the business fields listed. A total of 32 adults in Boundary County were reported interested in further education in one of the business fields as were 15 in Benewah County. A total of 33 adult persons in Bonner County were interested in computer science classes as were 92 adults in Kootenai County. Similar information is available to college officials for each of the fields listed above.

Preferences of interest for further study were not reported for only 6% of the fathers and mothers who were reported interested in further study. Fields of interest not listed were added for 32 mothers, 27 fathers, and 4 adult sons or daughters.

Community Services Non-Credit, Short-Term Courses/Classes

Respondents were asked in which type of non-credit, short-term courses or classes or topics of special interest adult members of their household would be most interested in, if the college offered them within easy driving distance of their homes. No response was given for 32% of the mothers, and 4%

indicated no interest in 35 types listed. The topics of greatest interest to mothers were as follows:

Computer Applications	134	(9.4%)
Painting	75	(5.2%)
Photography	69	(4.8%)
Practical Consumer Topics (Law, Taxes Investments, etc.)	51	(3.6%)
Secretarial Skill Refresher	47	(3.3%)
Ceramics	47	(3.3%)
Landscape Design	42	(2.9%)
Applied Psychology	42	(2.9%)
Management Principles and Skills	40	(2.8%)
Creative Writing	37	(2.6%)
Interior Design	37	(2.6%)

No topics of special interest were given for 61% of the fathers, and 4% indicated no interest in the 35 topics listed. Special interest topics of greatest interest to fathers were as follows:

Computer Applications	75	(5.2%)
Photography	73	(5.1%)
Practical Consumer Topics (Law, Taxes, Investments, etc.)	54	(3.8%)
Management Principles and Skills	49	(3.4%)
Appliance Repair	30	(2.1%)
Heating, Refrigeration, Air Conditioning	29	(2.0%)
Landscape design	26	(1.8%)
Horse Management	18	(1.3%)
Painting	16	(1.1%)
Speed Reading	15	(1.1%)
Creative Writing	15	(1.1%)

No special interest topics for adult sons or daughters were identified by 91% of the respondents, and no interest in any of the topics was expressed by 1%. Greatest interests for adult children in the household were computer applications (16 or 1.1%) and how to study (11 or 0.8%).

Special interest topics for 24 mothers, 26 fathers, and 4 adult sons and daughters were added as suggestions for topics of interest. Twenty-nine of these persons lived in Kootenai County, and 11 lived in Bonner County.

Only 15% of all respondents indicated they knew that the Community Services Office of North Idaho College would supply an instructor and materials on a cost basis for any group of 16 or more adults who have a common interest and desire for a specific course for study. With not much variation among the five countries, 83% did not know about this provision; 1% did not given an answer to this question. Even in Kootenai County, 85% of the parents responding had no knowledge of this College service.

Types of Assistance in Which Adults Had Interest

Seven different types of assistance often provided by community colleges were listed as shown in Table I-4, and respondents were asked if any were of interest to them. Thirty percent expressed no interest, but 70% expressed interest in one or more types of assistance. Viewing the information one can see, for example, that from Benewah County 8 persons (9%) expressed interest in refresher math as did 43 (14%) in Bonner County. The rest of the information is to be read in the same way.

TABLE I-4

TYPES OF ASSISTANCE BY NUMER AND PERCENTAGE OF ADULTS INTERESTED

Type of Assistance	Benewah		Bonner		Boundary		Kootenai		Shoshone		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Refresher Math	8	9	43	14	18	17	110	15	32	19	211	15
Reading Improvement	8	9	23	7	14	13	78	10	15	9	138	10
Individual Sport Instruc.	2	2	20	6	4	4	51	7	6	3	83	6
Starting a Small Business	19	22	97	31	33	31	223	30	50	29	422	29
Individual Music Lessons	6	7	41	13	14	13	137	18	19	11	217	15
Job or Career Counseling	12	14	46	15	5	5	159	21	34	20	256	18
Refresher Secretarial Skills	14	16	32	10	13	12	114	8	31	18	204	14

Overall nearly 3 of every 10 respondents in the five-county area expressed interest in educational assistance related to starting a small business. Interest was greatest in Kootenai, Bonner, and Boundary Counties. A total of 223 persons in Kootenai County alone expressed interest in this subject. When this number is expanded to parents of children in other grades and undoubtedly to adults without children, the backlog of interest would be quite large. It is probable that about 3 of every 10 adult residents age 30 to 45 would be a good indicator of the population catchment which would be attracted to such educational services.

Eighteen percent of all respondents, and 21% from Kootenai County, expressed interest in job or career counseling types of assistance. Refresher math and individual music lessons would be of interest to someone in 15% of the homes represented in the responses. Reading improvement and individual sport instruction would attract interest in Bonner and Kootenai Counties. Of interest, particularly in Bonner, Kootenai, and Shoshone Counties would be assistance in refreshing secretarial skills. This information provides a strong clue that if the college would offer these types of educational assistance off as well as on campus in proximity to where people live at a reasonable cost, faculty would have a huge task accommodating the need throughout the area served.

Need for More Educational-Cultural Services or Activities

When asked if there were types of educational-cultural activities needed by adults in their area which are not currently available, 72% said they didn't know. Overall, 13% indicated there was need for such activities, and the percentages were highest in Bonner (19%), Boundary (16%), and Shoshone (15%) Counties. The percentages expressing need were smallest in Benewah (14%) and Kootenai (10%) Counties.

Thirteen percent or 180 respondents offered suggestions as to the types of activities that would be of interest. Of the suggestions, 82% were made by mothers and 18% by fathers. Those suggestions were as shown below. When a suggestion appeared more than once, the number of times is shown in parentheses.

Vertical and Geographical Expansions

Offer Classes at Rathdrum High School
More Satellite Courses in Education and Health Fields
Satellite Courses (2)
Local College Credit Classes
U of I Classes at NIC and Sandpoint
Higher Level Classes Which Would Result in Bachelor's Degree
Sandpoint Needs Their Own Community College
Great if NIC Was a Four-Year College (6)
Four-Year Program
A Four-Year Regional College in Sandpoint
A Full-Time Campus in Sandpoint or Full-Time Night School
Masters Degree Program (2)
Readily Available Teachers and Campus in Sandpoint
Turn NIC into a Good Four-Year College (2)
Four-Year Degree in Law Enforcement at NIC
State College or University (3)
More College Credit Courses

Business Related

Business Admin./Management (2)
Accounting With Computer
Practical Accounting
Accounting (2)
New Tax Laws
Secretarial Training (2)
Personal Finance for Young People
Business Law
How to Start a Small Business
Banking Courses in Cooperation With Banks
CPA Courses (Test Refresher)
Auditing/Cost Accounting
Commercial Art
Real Estate Appraisal
Consumer Issues
Photography Issues
Contracting Your Own Dance Classes
Basic Computer Classes (6)
Medical Office Assistant Courses
Investments Assistant
Tourism Training
Tax Evasion
Bookkeeping
Business Classes for Private Business Owners (2)
Financial Management
Word Processing/Simple Computer
How to Invest Money Properly
Continuing Insurance Education
Stock Market Related Course (2)
Medical Transcribing
Income Tax Preparation
Public Relations
Modeling
Applying for College Grants

Personal/Social Assistance

Classes to Help Women Cope
Single Parent Classes
Stress Management
Reading and Analyzing Handwriting
Parents Effectiveness Skills and Training
Support Group for Divorced Men
Classes for Teens on Babysitting
Parenting Classes
Early Childhood Training Courses
Mental Illness Courses
Parent Education About Elementary/Secondary Education
Senior Citizen Programs
Proper Education for Hyperactive Children

Counseling Assistance

Career Counseling (4)
Job/Career/Educational Opportunity Counseling
Counseling to Find Jobs (2)
Volunteer Counselors for Emergency Crises

Health Related

Nursing Courses
Herbal Medicine
Certified Rehabilitation Aide Course
Health Administration
Respiratory Therapy
Seraining Techniques
Refresher Courses for LPN and RN
X-Ray Technology
Occupational Therapy Course (2)
LPN Program (5)
Nursing (2)
Midwifery
Local Program for LPN and RN
Classes to Help LPN's get an RN

Agriculture Related

Horticulture
Nursery
Floral Design (3)
Greenhouse Growing
Lumber Grading
Forest and Insect Disease (2)
Shod Skill Class

Physical Education/Recreational

Karate and Self-Defense
Recreation Worker (2)
Swimming Pool or Exercise Room for Adults--or Sauna
Winter Camping and Survival
Instruction on How to Play Different Sports for Young Boys
Aerobics
Dance Therapy
Hiking
More Family Oriented Recreation Nights
Professional Athletic Events

Industrial Related

- Basic Mechanics for Women
- Aviation Maintenance
- Auto/Diesel Mechanics
- Extension of Diesel Mechanics
- Diesel Mechanics (2)
- Computer Drafting
- Machine Shop
- Wood Strip Canoe Building
- Homebuilding
- Woodshop Instruction (2)
- Refinishing Furniture, Quilting and Crafts
- Inspector Classes
- Drivers Education (2)
- Gunsmithing
- Welding (4)
- Aviation
- Electronics (3)
- Pre-Engineering
- Electrical (Structural)
- Motorcycle Repair
- Auto Body
- Auto Body Restoration
- Industrial Arts
- Drawing
- Interior Design
- Truck Driving

Communications

- Sign Language (2)
- Communications
- Communication Arts
- Reading Improvement
- Norwegian Language
- Creative Writing
- Speed Reading Classes

Art/Music/Drama--Fine Arts Related

- Enrichment Activities Such as Music, Literature, the Arts in General
- Ballroom Dance Instruction for Couples
- Silkscreening
- Arts
- Art Classes (4)
- Art Appreciation Needs Attention
- Piano Lessons (2)
- Singing Lessons
- Jazz, Regular Entertainment, Art Shows, Museum
- Modern Dance Classes
- Folk Dancing
- Music (2)
- Theatre with First-Run Movies
- Cultural Center and Services (4)
- Arts and Crafts
- Better and More Activity
- Cake Decorating
- Fine Arts Museum
- Acting
- Opera (2)
- Music Horizons Need to be Improved
- Symphonies, Plays, Recitals, Foreign Films
- Ballet (4)
- Any Educational/Cultural Event Would Be of Value

Miscellaneous Specific Suggestions

- Elementary and Secondary Teacher Education
- Criminal Justice
- Psychology Courses (2)
- Low Cost: Reading, English, Math
- Basic Math Refresher
- Science Lab Courses
- Getting Involved in Local Government
- Library Science
- Asian Studies
- Women's Studies
- English
- Literary Criticism
- Geneology (3)

Math and English Classes to Prepare for College
Literary Studies
Home Economics
Local Native Cultures
Basic Courses for 2 and 4 Year Degree
Educational Administration

Miscellaneous General

Little Offered Here: Need Balanced Selection
College Accredited Courses
Rather than singular unrelated courses only, we need a series of courses that build on each other and add up to some definite degree.
Variety of Adult Education Classes (2)
More Short-Term Workshops and Seminar Geared to Professional Single Parents
More special interest courses--guest workshops with professionals from outside the area and corresponding activities for children scheduled simultaneously so both of us could be involved with the campus together.
College or Night Courses Nearby
Research Library
Library Needs Expansion in Inventory (2)
More Career Programs Offered at Night
Would Like to Have the Advantages of NIC's Library
More Tutors Around for Harder Classes Like Statistics
Motivational Seminars
Disabled Veterans Job Training Programs
More 200-Level Courses
Workshop Courses
Evening Classes for Adult Education, i.e., Computers, Dance, etc.
Correspondence Classes, Continued Education, GED Education
Better Education Program

Summary

Below is a summary of the findings based on responses of parents for children in grade five of public elementary schools throughout the Panhandle area.

Characteristics of Responding Parents

1. Of 1,806 homes contacted, responses from 1,433 (79.3%) were received; 82% responding were mothers and 18% were fathers. Boys were 48% and girls 52% of all grade five children represented. Three-fourths of all responses were from Kootenai County.

2. Well over one-third (37%) of the parents were relative newcomers to the area by virtue of having lived in the area served by the elementary school 5 years or less. Twenty-two percent had lived there 6 to 10 years, and 41% had been there longer. Of the working fathers, 79% worked in the county of residence as did 92% of the working mothers.

3. Of all fathers and mothers represented by the responses, 59% and 57%, respectively, had some schooling beyond high school. Eight percent of the fathers and 7% of the mothers had graduated from elementary school as

their highest level of educational attainment. Eighteen percent of the mothers and 26% of the fathers were college or university graduates.

4. Occupations engaged in by the largest percentage of fathers were business--19%, agriculture related with lumber harvesting and processing predominant--19%, building trades including construction--11%, and professional including teaching and engineering--14%.

Parents' Educational Plans for Child's Education

5. Types of education parents planned for their child to complete were high school (24%) and community college (21%), and percentages were similar among the 5 counties. Other types were trade, technical or vocational school (26%) and four-year college or university degree (62%), and percentages varied considerably among the counties with the highest percentages in Kootenai County and the lowest percentages in Benewah and Boundary Counties. Some parents planned that their child would complete more than one type of post-high school type of education.

6. About the same percentages of parents who had lived in the same area five years or less as those who had been there longer had similar educational expectations for their child except that a higher percentage of the oldtimers (24%) planned for their child to attend a community college than did the newcomers (18%).

7. Although 83% of all parents planned for their child to complete a community college or four-year college degree, 43% were very certain their child would attend school after high school graduation, and another 36% indicated their child would "probably" attend.

8. About one-third (32%) of all parents were very certain their child would attend North Idaho College or would probably do so. Slightly over one-third (34%) of the residents of over five years gave this response compared to 26% of the newcomers. Of the newcomers, 20% were quite certain their child would not attend NIC or probably would not do so compared to 15% of the longer term residents. About the same percentages were uncertain.

9. Only 19% of the parents had a definite financial savings plan for their child's education, and 28% had no plan at all. Over one-fifth (21%) would encourage their child to earn his/her own way; 6% would pay all expenses outright. Others had a variety of plans such as expecting the child to win a scholarship, get training at government expense (e.g., military service school), and so forth. Three percent didn't expect the child to go to school or didn't respond.

10. Types of work in which parents were interested for their child to prepare were skilled trade--16%, semi-professional, technical, or middle level business occupation--22%, and professional--49%. A higher percentage of long-term residents (over 5 years) than newcomers were interested in their child preparing for a mid-manpower level technical, business, or semi-professional occupation.

Image of NIC Held By Parents

11. Nearly 3 of every 10 parents (27%) had never had any association with North Idaho College; 37% had some form of direct contact with the college such as working there, serving on a college advisory committee, or having been a student. Other associations were indirect such as having friends, children, or other relatives who enrolled there or knowing someone who worked there.

12. Reasons of greatest importance why parents would encourage their child to attend NIC were (1) convenience of location (59%), low cost (38%), good education offered (32%), and the offering of technical and semi-professional job preparation programs (28%). Parents could identify more than one reason. Other reasons were small classes (18%), friends enroll there (7%), special interest in students taken by college personnel (12%), and child's scholarship not good (2%).

13. Reasons of greatest importance why parents might not encourage their child to attend NIC were (1) child might not be interested (44%), program needed not available (29%), want child to attend a better college (13%), and inadequate information about NIC (13%). Parents could identify more than one reason. Other reasons were wanting the child to get away from home (4%), lack of transportation (2%), and inconvenient location (1%). Fourteen percent indicated they would definitely encourage their child to attend NIC, and the same percentage would definitely not encourage their child to attend NIC.

Parents' Interest in Further Education

14. The largest percentage of parents (30.4%) were currently interested in business related education with accounting, business management, small business management, and general business management of greatest interest. Next in order of interest were a variety of pre-professional programs, including liberal arts and sciences essential for a college degree leading to professional work, and computer science.

15. Non-credit special interest, short term courses or classes of most interest to mothers were computer applications, painting, photography, practical consumer topics, secretarial skill refresher, and ceramics.

16. Non-credit special interest, short term courses or classes of most interest to fathers were computer applications, photography, practical consumer topics, management principles and skills, appliance repair, and heating, refrigeration, and air conditioning.

17. Only 15% of all parents knew that the Community Services Office of North Idaho College would supply an instructor and materials on a cost basis for 16 or more adults with a common interest and desire for a specific course for study. Even in Kootenai County, 85% of the parents did not know about this provision.

18. Seven of every 10 parents expressed interest in one or more types of assistance sometimes provided by a community college. About 3 of every 10 (29%) expressed interest in educational assistance related to starting a small business; 18% would be interested in job or career counseling assistance. Fifteen percent each expressed interest in refresher math and in individual music lessons. Fourteen percent (204 persons) would be interested in secretarial skill refresher type of assistance, and 10% (138 persons) would like to improve their reading skills. Eighty-six (6%) would be interested in individual sport instruction.

Educational-Cultural Services/Activities Needed

19. Nearly three-fourths (72%) of all responding parents did not know if there were types of educational-cultural activities needed by adults which were not currently available, but 13% indicated there was such a need. Largest percentages indicating there was need for such activities were in Bonner (19%), Boundary (16%), and Shoshone Counties (15%).

20. Of the suggestions for types of educational-cultural services/activities needed, 82% were made by mothers, and 18% were made by fathers. Types most frequently suggested were expansions of courses into areas other than Coeur d'Alene (especially the Sandpoint area), desire for higher level courses which might be provided by an out-of-the-area college or university, both special interest and regular offerings in communications, business, health, agriculture, and industrially related fields, and personal/social assistance and job related counseling. Various types of fine arts related educational-cultural activities were suggested, and some types of physical education and recreational types were also suggested. A variety of miscellaneous specific types of offerings were suggested as well as a number of quite general types of comments were offered.

CHAPTER II-II

VIEWS OF COMMUNITY LEADERS CONCERNING EDUCATIONAL INTERESTS

Introduction

Members of the Citizens Study Sub-Committee on "Needs and Interests of People" with the help of other study committee members identified various residents throughout the study area who were known to be community leaders. Most, if not all, persons identified had served previously as chairman or president of a local social, civic, or service club or organization or otherwise were known to be interested, knowledgeable, concerned leadership types. The purpose was to obtain from each opinions on interests and need for educational programs and services. The basic assumption was that persons who had been in leadership roles would have had more contact with local residents than the ordinary person and would be as likely as anyone to have some sense of what kinds of educational opportunities would be of most interest.

Characteristics of the Respondents

A total of 93 replies were received from 117 persons who were contacted by a mailed questionnaire for this purpose. This was a return of 79.5%. Of all persons responding 46% were from Kootenai County, and 20% were from Bonner County. Fifteen percent were from Shoshone County, and 9% each were from Boundary and Benewah Counties. Of all persons identified and contacted, percentages by county were: Kootenai--49%, Bonner--20%, Shoshone--14%, Boundary--9%, and Benewah--8%. Over three-fourths (76%) had lived in the county of present residence 10 years or more. Twelve percent each had resided in the county of present residence less than 5 years and 5 but not more than 10 years.

Of the responding community leaders, 59% had completed four years or more of college, and another 26% had completed some college but had not received a degree. Three percent had a two-year college certificate, and 2% had completed a two-year college degree. Nine percent had completed high school as the highest level of schooling, and 1% had less than a high school diploma. Seven percent had received no other forms of schooling after leaving high school. Percentages having other forms of education or training were: on-the-job training 57%, business college 15%, and trade or technical institute training 18%. One-fifth reported having taken a correspondence course, while 16% had received military service school training. Forty-three percent reported having completed an adult education course offered by a college or public school. From the information provided, it is clear that a high percentage (93%) of the community leaders were persons who had continued their own education in one way or another.

Previous Association with North Idaho College

Nearly one-fifth (19%) of all community leaders responding to the study had had no past association with North Idaho College. One-fifth indicated they knew people who work there. Ten percent now worked at the college or had done so, and 15% had been students there; 5% had spouses who had been students. Eight percent had had children who were students at NIC, and 13% had friends or relatives who had enrolled there. Another 9% had attended non-class activities sponsored by the college. One percent did not respond to this question. About 34% had very direct personal contact, while another 46% had indirect association through children, a spouse, friends and relatives or by knowing someone who worked at NIC.

Factors Perceived as Most Important to Enrollment

Community leaders were asked to indicate what they believed was the reason of most importance as to why students attended North Idaho College. Responses are shown in Table II-1 by percentages. For example, it can be seen that 26% of the Bonner County community leaders compared to 50% from Boundary County believed that lower costs than elsewhere was the most important reason why students enrolled at NIC. The other information is to be read in the same way. It can be seen that respondents were about evenly divided on convenience of location and lower costs as reasons of most importance. There was some variation among the responses by county. Ten percent indicated students go there because courses they want are offered, and 6% indicated students go there because they have heard that NIC offers a good education. It is significant that no one cited as a reason that students might be there because they had difficulty in another college. And, it is interesting that no one felt students were there on advice of others.

TABLE II-1

PERCENTAGES BY COUNTY OF RESPONDENTS BY MOST IMPORTANT REASON STUDENTS ENROLL AT NIC

Reason for Student Enrollment at NIC	Bonner	Boundary	Benewah	Kootenai	Shoshone	Total
Lower Costs than Elsewhere	26	50	13	46	43	40
Conveniently Located	47	38	50	35	57	42
Courses Wanted are Offered	11	12	12	12	--	10
Difficulty in Another College	--	--	--	--	--	
Advice of Others	--	--	--	--	--	
Hear NIC Offers a Good Education	11	--	13	7	--	6
Other	5	--	12	--	--	2

An analysis was made to determine if the reasons community leaders believed were most important as to why persons enrolled at NIC was associated with their own highest level of educational attainment or length of time in the county of residence. Persons having a college degree were about evenly divided between lower cost and convenience as most important reasons, while the largest percentage of those with some college cited lower costs (46%), and those having a high school education as the highest educational attainment favored convenience of location as a reason (62%). Of the persons who had lived in the county of present residence less than 5 years, a majority (55%) indicated lower costs as the most important reason, but a higher percentage of them (18%) than of others indicated college reputation for a good program was a reason. Persons in the area of residence over 5 and under 10 years were evenly divided between low costs and convenience of location (36% each), but presence of courses wanted was cited by a higher percentage of this group (27%) than of others (9% and 7%) as a reason of most importance. Persons in their residence area 10 years or more cited convenience of location (46%), lower costs (38%), presence of courses wanted (7%), reputation for offering a good education (6%), and other miscellaneous reasons (3%). It was of interest that the largest percentage of any group citing college reputation for a good education was the one that had been in their present residential location the shortest time.

Perceptions of Students Attending NIC

Community leaders were asked how they would characterize the academic quality of students attending North Idaho College. The purpose of this question was to ascertain part of the image which people had of the college. Although one person did not respond on the basis they weren't familiar with the college, 51% indicated they thought the quality to be average. About an eighth (12%) believed the quality was better than average, while 4% indicated it was below average. Nearly one-third (32%) indicated they didn't know. By county, the largest percentages who didn't know about the academic quality of students were in Boundary (50%) and Shoshone (43%) Counties followed in descending order by respondents in Bonner (32%), Kootenai (30%), and Benewah (13%) Counties.

By length of time lived in the present location, the largest percentage who did not know about the academic quality were those in the area under 5 years (45%) compared to about 30% of those who had been in the area longer. Twelve percent who had been in the area over 5 years compared to 9% who had been there less time thought the academic quality was better than average. About 51% of those community leaders who had been in their present location over 5 years compared to 45% who had been their less time believed the academic quality was average.

Importance of Factors Related to Community Service Class Enrollments

Leaders were asked to rate the importance of several factors which might cause more of their acquaintances and friends to enroll in non-credit, short term, special interest classes offered by NIC. This information is presented in Table II-2 by county and for all leaders responding according to percentages indicating degree of importance as none, some, and much. Largest percentages in each triad have been underlined for ease of reading. Some triads do not sum to 100% due to non-response.

TABLE II-2

PERCENTAGE, BY COUNTY, ACCORDING TO THE IMPORTANCE OF SELECTED FACTORS FOR COMMUNITY SERVICE CLASS ENROLLMENTS

Selected Factors	Bonner			Benewah			Boundary			Kootenai			Shoshone			Total		
	N[a]	S[a]	M[a]	N	S	M	N	S	M	N	S	M	N	S	M	N	S	M
More Adequate Information About Special Interest Classes for Adults	--	26	74	--	75	25	--	63	37	--	42	56	--	50	50	--	45	54
Better Transportation Facilities	26	63	11	45	43	8	25	75	--	58	28	7	57	29	7	45	43	8
Improved Methods for Determining Topics or Subjects Having Interest to Adults	--	58	37	25	38	37	--	63	37	2	63	30	7	43	50	5	56	36
Reduce Costs of Attendance	37	53	10	37	38	25	13	62	25	35	51	7	21	64	14	32	53	12
Offer Special Interest Classes for Women in the Daytime	32	47	21	38	25	25	13	62	25	12	63	19	29	64	--	20	57	17
Closer Cooperation Between College and Community Organizations in Sponsoring Special Interest Classes for Adults	11	42	47	--	63	37	--	75	25	2	47	47	--	43	57	4	48	45

[a] N = No Importance; S = Some Importance; M = Much Importance

Overall a majority of all community leaders rated as of much importance the need for more information about special interest classes for adults. Need for better transportation facilities was rated by similar percentages as of no importance and of some importance. Transportation was judged as being of some importance by the largest percentages of community leaders in Bonner and Boundary Counties. The largest percentage (56%) of all leaders indicated of some importance was the need for improved methods for determining topics or subjects having interest to adults. Except for Shoshone County, where this factor was considered of much importance, the largest percentages of responses in the other counties indicated this factor was of some importance. Reduction in costs was considered as of some importance by the largest percentage of leaders in each county. Of some importance to over 6 of every 10 leaders in Boundary, Kootenai, and Shoshone Counties, and for the total group, was the offering of special interest classes for women in the daytime. Similar percentages of all leaders believed of some and much importance was the need for closer cooperation between the college and community organizations in sponsoring special interest classes for adults as a factor in causing more adults to enroll.

Community and College Cooperation

When asked directly if they thought there were ways North Idaho College could cooperate more with community organizations or groups in promoting educational-cultural services of interest to residents, 53% of all leaders said yes, 10% said no, and 37% didn't know. Forty-one leaders gave 43 suggestions as to how they believed the college could cooperate better with the community. They were as follows:

Relating to Organizations

Work with local organizations to market and promote NIC classes.

Probably best through elementary and secondary schools in various districts.

Closer liaison with hospital and government employees.

Meet with Sandpoint Unlimited Educational chairmen and work together with common interest goal.

Cooperative programs with Festival at Sandpoint.

Closer interaction on local level, i.e., Chamber, Employers groups, Government.

More communication between college and business community; it's good but always room for improvement.

More personal interaction and communication with organizations.

Continue efforts to meet with groups having common goals and unmet needs.

More cooperation with public schools.

Better coordination with realtors.

Listen to suggestions from industry--then do them! I do not see that happening yet!

OJT/local businesses in any offered field of study.

We need to have NIC cooperate with the business community, i.e., find out their needs.

Communications from the College

Schedule meetings after advertising the aim.

Mail information to all service clubs and organizations.

Speakers Bureau to major local industry.

An individual would come to the area and talk to different civic groups.

Provide more information.

Provide speakers to various service organizations.

Better communication with community.

Communicate who you are--what you do to public.

Appear and tell the story to groups. Place a large cardinal near every cash register for continued awareness.

By having a representative attend the various group meetings.

Identify target organizations and contact persons in each to regularly interface with NIC contacts.

Inform these organizations what classes are available to the public and advertise.

More contact and presentations at local and civic group meetings.

I am not aware of NIC program details, so assume few others are either: better on assessment, better visibility, better communications.

Needs Assessments/Community Inputs

Send out questions to different groups and find out what they are mostly interested in.

Seek info re: upcoming activities/changes pertinent to courses needed.

Ask for their input on education.

"Focus" groups, surveys.

Survey Post Falls and Rathdrum residents, department heads at large institutions.

Tailor your course to demands of our geographic area.

You should poll a community as to what classes are desired.

Selecting the class topic--by surveys, articles in the local newspaper to call a number or through local organizations.

Outreach Offerings

Satellite classes.

More Outreach classes.

More Outreach to community; Dr. Bennett has been good, but still need more from other people at NIC.

Satellite classes in Bonner and Sandpoint.

Miscellaneous

Health related forums in conjunction with KNC.

Continue efforts to be "the school for continued adult education and re-education."

More U of I classes.

Types of Non-Credit Special Interest Topics of Greatest Interest

A listing of 40 non-credit special interest topics commonly offered by colleges like North Idaho College were listed. Community leaders were asked to indicate the three subjects or topics they thought would be of greatest interest to Idaho Panhandle residents. Topics and subjects selected are shown below by percentage selecting them.

Home and Family Skill Related

Car Care	23%	Furniture Refinishing	2%
Home Repair	15%	Microwave Cookery	2%
Parenting	10%	Fashion Awareness	1%
Consumer Skills	9%	Pennywise Cooking	1%
Home Interior Decorating	8%	Sewing Children's Clothes	1%

Employment Related

Secretarial Skill Refresher	28%	Technical Report Writing	4%
Principles of Supervision	20%	Food Service Worker	3%
Appliance Repair	6%	Home Health Aide	1%
Household Worker	5%	Applied Psychology	1%
Waiter/Waitress Training	5%		

Education Related

Adult Basic Education	26%	High School Equivalency	38%
Speed Reading	12%		

Hobby/Avocational Related

Photography	11%	Horse Management	3%
Landscape Design	8%	Self-Defense	3%
Painting	4%	Indoor Gardening	2%

Communications/Literary Related

Oral Communications	22%	Spanish	3%
French or German	4%	Contemporary Literature	2%
Creative Writing	4%	Contemporary Drama	1%

Largest percentages of community leaders indicated non-credit special interest topics they believed would be of interest were (1) high school equivalency (GED) preparation, (2) secretarial skill refresher, (3) adult basic education (ABE), (4) car care, (5) oral communications, (6) principles of supervision, and (7) home repair.

Regular Credit Courses Suggested

A listing of 55 credit program offerings often found in community colleges was submitted to community leaders for two-year degree transfer purposes taken by students who plan to complete a four-year bachelor's or higher degree in a four-year college/university. This listing contained all the programs now offered by North Idaho College for students wishing to complete up to the first two years of accredited college work in Coeur d'Alene then transfer into the junior year elsewhere in a four-year college. The same was the case in a listing of 10 two-year career oriented para-professional degree programs, 8 two-year non-degree transfer programs (such as electrical, civil, and chemical engineering), 2 certificate of completion transfer programs (music), and 16 vocational technical certification of completion programs with an associate degree option.

Community leaders were asked to examine the listing and to render any suggestions they had for programs they thought might be added. Following are the suggestions made by the community leaders. A number in parenthesis following a suggestion indicates the number of times it was made.

Business Related

Court Reporting
Para-Legal
Marketing (3)
Accounting (2)
Gregg Shorthand
Hotel-Motel and Restaurant Management (2)
Commercial Banking
Business Administration (5)
Association Management
Financial Planning and Budgeting
Law for Laymen
Accounting, i.e., Basic Bookkeeping
Business Education

Computer Science

Computer Science--Data Processing (7)
Introduction to Computer for the Non-Literate
Computer Programming (Couple Different Languages)
Computer Science--Scientific

Communications

English (2)
Journalism
Sign Language
Media Generalist

Arts and Sciences/Humanities

Economics (2)
Political Science (2)
History
Sociology
Foreign Language (Japanese & Chinese)
Foreign Language

Health Related

Pre-Dietetics--not presently adequate, nutrition not taught by registered Dietitian.
Nursing (2)

Art/Fine Arts

Fine Arts
Interior Design

Other Miscellaneous

Boat Repair
Pre-Law
Auto Mechanics
Working with U of I for more upper level U of I course work.
I think NIC does an outstanding job in this area, probably need to get more information out.
Planning One's Life (Value Clarification/Identification)
Both Forest Products--the 3 Forest Resources
Courses for college grads to add to previous degree.
Unclear whether elem/sec education program includes further accreditation.

Summary

A summary of responses from community leaders is presented in this section.

Characteristics of the Community Leaders Responding

1. Slightly over three-fourths (76%) had resided in the county of present residence 10 or more years and the rest were evenly divided between having lived there less than 5 years or 5 to 10 years.

2. About 6 of every 10 (59%) had completed four or more years of college; 26% had completed some college; 2% had a two-year college degree, and 3% had a two-year college certificate. Seven percent had received no further formal schooling after high school. About 6 of every 10 had received some on-the-job training. Other forms of education had been adult education courses--43%, correspondence course--20%, trade or technical institute--18%, business college--15%, and military service training school--16%.

3. About one-fifth (19%) had no past association with North Idaho College. Of the others 34% had a very direct personal contact, and another 40% had an indirect association through children, a spouse, friends, or other relatives.

Perceptions Regarding Students and Reasons for Enrollment

4. Convenience of location and lower costs than elsewhere were reasons cited by about 4 of every 10 community leaders as predominant reasons of most importance why students enrolled at NIC. Reputation for offering a good education (6%) and the offering of courses wanted by students (10%) were other reasons of most importance. Two percent identified a variety of other reasons, but none felt an important reason was because students had difficulty in another college or were advised by others to go there.

5. The largest percentage of any group citing good college reputation as a reason of most importance why students enroll at NIC were those who had been in their present residential location the shortest time.

6. About one-half (51%) of the community leaders judged the quality of NIC to be average; 12% judged quality to be above average; and 4% thought it was below average. Nearly one-third (32%) indicated they didn't know about the quality of NIC programs. Largest percentages who did not know about the quality of programs were from Boundary and Shoshone Counties. A larger percentage of short-term residents (under 5 years) than others didn't know about the quality.

Community Service Class Offerings

7. Slightly over one-half (53%) of the leaders indicated there were ways NIC could cooperate more with community organizations or groups in promoting educational-cultural services of interest to residents, but 37% didn't know.

8. Fifty-four percent of all community leaders responding thought that the provision of more adequate information about special interest classes for adults was a reason of much importance which would cause more of their acquaintances and friends to enroll in non-credit, short term, special interest classes offered by NIC. Another 45% believed more adequate information was of some importance.

9. About three-fourths of the community leaders from Bonner and Boundary Counties cited need for better transportation facilities as a reason of some and/or much importance which would cause more of their friends to attend non-credit, special interest classes.

10. Of all community leaders, 92% believed that of some and much importance in causing more of their friends and acquaintances to enroll in NIC sponsored non-credit special interest classes would be improved methods for determining the topics or subjects of interest to adults.

11. Of some importance to 57% of the respondents would be the offering of special interest non-credit classes for women in the daytime.

12. Ninety-three percent of all leaders indicated that closer cooperation between NIC and community organizations in sponsoring special interest classes for adults was of some (48%) or much importance (45%) in causing more friends to enroll in them.

13. Non-credit special interest topics of greatest interest were:

    Car Care
    Home Repair
    Adult Basic Education
    GED Preparation
    Secretarial Skill Refresher
    Principles of Supervision
    Oral Communications

College and Community Cooperation

14. Suggestions were given by 53% of the community leaders for better college and community cooperation. Most focused on more college interaction with organizations, communications from the college, and methods of getting community inputs and doing needs assessments. Several suggestions focused on outreach offerings including the development of satellite classes in other towns of the region.

Suggestions for Credit Courses Needed

15. Respondents gave 58 suggestions for credit-type offerings they believed should be added. Most are already offered by the college, but some may not be.

CHAPTER II-III

INFORMATION FROM HIGH SCHOOL GRADUATES

An important source of information for a study examining needs for educational programs is a group of high school graduates. As part of this study, each of the 14 high schools in the five-county Panhandle area was invited to assist with a follow-up contact with their Spring 1986 graduates, and all schools cooperated. Since there were 1,613 graduates, a decision was made to select a smaller representative sample group using appropriate statistical techniques. This procedure insured the greatest likelihood that graduates constituting the smaller group were truly representative of the total group and that their responses would be similar to those that would have been obtained if all had been contacted.

A 28% statistical sample of graduates was drawn. With the help of the Citizens' Committee members and school officials, correct mailing addresses were obtained for 375 graduates which represented 23% of all 1986 graduates. The graduates for whom either no address was known (9) or whose addresses were incorrect (69) with no known forwarding address were scattered in random fashion among the districts and positions of last names in the alphabet. Two districts, however, had a greater percentage of graduates for whom no usable address existed.

A questionnaire developed by the consultant for contacting graduates was reviewed and modified by suggestions from school officials in each of the 14 school districts, members of the Citizens' Advisory Subcommittee, and the

North Idaho College Technical Advisory Committee. The final questionnaire was xeroxed and sent to each graduate with a cover letter signed by the school district superintendent inviting cooperation. Enclosed was a stamped return envelope addressed to the local high school or district superintendent. Each return envelope was stamped on the lower left corner in red letters that read "Educ Materials." This stamp made it easy for school officials to recognize the returns, and they were instructed to transmit them unopened to the College and/or Survey Director. With one exception, all district officials followed this procedure. Collected questionnaires were coded, edited, and responses entered into a computer for analysis.

About two weeks after the initial mailing, a second questionnaire with postage stamped return envelopes were sent to graduates who had not replied with a second cover letter signed by the school district superintendent urging cooperation and expressing thanks if a reply had crossed in the mail. Three weeks after the second mailing, the Survey Director contacted directly those graduates from whom no response had been received. A third questionnaire and postage stamped envelope addressed to the Survey Director and a cover letter stating the importance of their response and appealing to their sense of citizenship responsibility was forwarded. This contact resulted in an increase of 15% in responses. The ultimate return was 68% of all graduates for whom correct addresses existed, and this response represented 15.6% of the 1,613 graduates in all districts. While this response rate is lower than the 75%-80% often previously obtained with such an effort, it is sufficiently high that had all graduates in the sample cooperated, the likelihood is small that results would have been materially different. Thus, confidence can be placed in results for educational planning and improvement purposes. A 100% return was received from graduates for whom correct addresses existed of one high school (Clark Fork).

Shown in Table III-1 are the numbers of graduates contacted and the response rate by high school. The range of response rates was from 50% to 100% among the schools. Considering response rates of 40% or less usually obtained in graduate follow-up studies by public school districts, graduates of all high schools should be complimented for their participation in the study. Time and resources did not permit telephone or personal interviews with a sample of non-respondents to determine if and how their responses might have differed from those received.

TABLE III-1

NUMBER AND PERCENTAGE OF RESPONSES BY SCHOOL

School Number	Number Sent	Invalid Address	Number Returned	Percent Response of Valid Addresses
1	8	1	7	100
2	27	3	17	71
3	48	11	24	65
4	26	4	14	64
5	80	17	47	75
6	49	6	36	84
7	50	13	25	68
8	10	--	7	70
9	5	--	3	60
10	50	6	24	55
11	12	--	8	67
12	34	2	16	50
13	30	4	17	65
14	10	2	6	67
Totals	439	69	251	68

Typically, non-respondents tend to be less complimentary about how the high school had prepared or helped them and less decided about their educational and occupational futures. Only one graduate returned their unanswered questionnaire with a note to the effect the information requested was no one's business.

Characteristics of the Responding Graduates

Fifty-four percent of the respondents were men, and 46% were women. All except 5% of the responding graduates had obtained some form of education or training after high school graduation. Some had more then one type. Shown in Table III-2 are the percentages who reported receiving different types of education and training by county. The reader can see, for example, that 13% of the Benewah County graduates reported having no further education or training after high school graduation, but 48% reported having had some type of on-the-job training. Other percentages in Table III-2 are to be read in similar fashion. Viewing the information, it can be seen that, except for a higher percentage in benewah County (39%) similar percentages from the other counties reported attending a 4-year college or university. The percentage was 23% for all respondents. Percentages of graduates varied markedly among the counties who attended community college, although 26% of all graduates had done so. A total of 49% had attended college after high school graduation, either at a community college or a 4-year college or university. Nearly 4 of every 10 (39%) of all graduates had received on-the-job training. Eight percent each had attended a military service school or a vocational/technical institute, and 6% had attended a private trade or vocational school such as barber school, nurses training, electronics, beauty college, etc. Two percent each had attended a business college or had taken a correspondence course, and

1% had taken an adult education course at a local high school; 7% had some other type of education/training.

TABLE III-2

PERCENTAGES OF GRADUATES BY COUNTY REPORTING EDUCATION/TRAINING

Type of Education or Training	County					
	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
None	13	17	21	13	6	5
On-the-Job	48	33	29	44	35	39
Business College	13	2	--	1	2	2
Private Trade/Tech.	4	6	14	6	6	6
Voc-Tech Inst.	4	8	--	8	10	8
Adult Educ. Course	--	--	7	1	2	1
Military Service	--	6	14	8	10	8
Correspondence	--	--	7	3	2	2
Community College	9	15	7	35	29	26
4-Year Col/Univ.	39	23	21	21	23	23
Other Type	8	8	7	3	3	7

It is noteworthy that of the graduating seniors contacted during Spring 1987, 51% indicated plans to attend college the next year after graduation. This percentage is similar to the 49% of 1986 graduates found in this study to have gone to college. Of the 1987 seniors, 46% of the boys and 56% of the girls expected to attend college the next year, and of the 1986 graduates responding to this study 50% of the boys and 48% of the girls had actually attended college. A slightly larger percentage of girls (28%) than boys (24%) responding to this study had attended a community college, but a larger percentage of boys (26%) than girls (19%) had continued their education in a 4-year college or university.

Of all graduates, 45% were going to school part or full-time at the time of this study. One-half of the Kootenai County graduates responding to the study were attending school. Nearly one-half (48%) of all graduates reported they had taken a general curriculum in high school, and 24% had taken a college or university preparation curriculum. Nine percent had taken a business curriculum, 8% had been in a shop or industrial arts curriculum, and 3% were in a technical curriculum. Two percent had been in a homemaking or home economics curriculum, and 4% indicated some combination.

At the time of the study, 28% of the graduates were not working either full or part-time. Nearly one-fifth (19%) of all graduates responding lived in Coeur d'Alene, and another 16% lived elsewhere in Kootenai County. Other resident locations were Bonner County--11%, Shoshone County--6%, Benewah County--3%, and Boundary County--3%. Ten percent lived elsewhere in Idaho; 9% lived in the Spokane, Washington area; and, 22% lived in some other location away from the Idaho area.

About an eighth (12%) of the graduates had never been on the North Idaho College campus. Percentages by county were: Bonner--29%, Boundary--28%, Kootenai--5%, Shoshone--8%, and Benewah--4%.

When asked in which third of their high school graduating class their grades would have placed them 36% each indicated the top and middle thirds. Eleven percent indicated the lowest third, and 17% indicated they didn't know. Eighty-eight percent indicated their parents either insisted they go to college after graduation (11%) or wanted them to go if they wanted to do so (77%). Five percent thought parents were indifferent about the matter, and 2% indicated parents didn't want them to attend college. Six percent didn't know how their parents felt or did not respond. Perceptions of how parents felt about graduates attending college reveal a high level of community aspiration for education of youth. An analysis between types of further education and training received since graduation, therefore, showed only a very slight relationship with how parents were thought to feel about the matter. About 16% of the graduates with no further training or schooling reported parents as being indifferent or negative compared to only 3% who had attended either a community college or 4-year college or university.

Colleges Attended By Graduates

Graduates were asked where they had attended school after graduation from high school. The purpose was to get a picture of the attendance pattern for youth continuing their formal education. This information is presented in Table III-3 by county of high school graduation. The largest percentages attending college in Idaho went to North Idaho College and the University of Idaho. The next largest group attended some other school than those listed in Washington, Montana, or elsewhere.

TABLE III-3

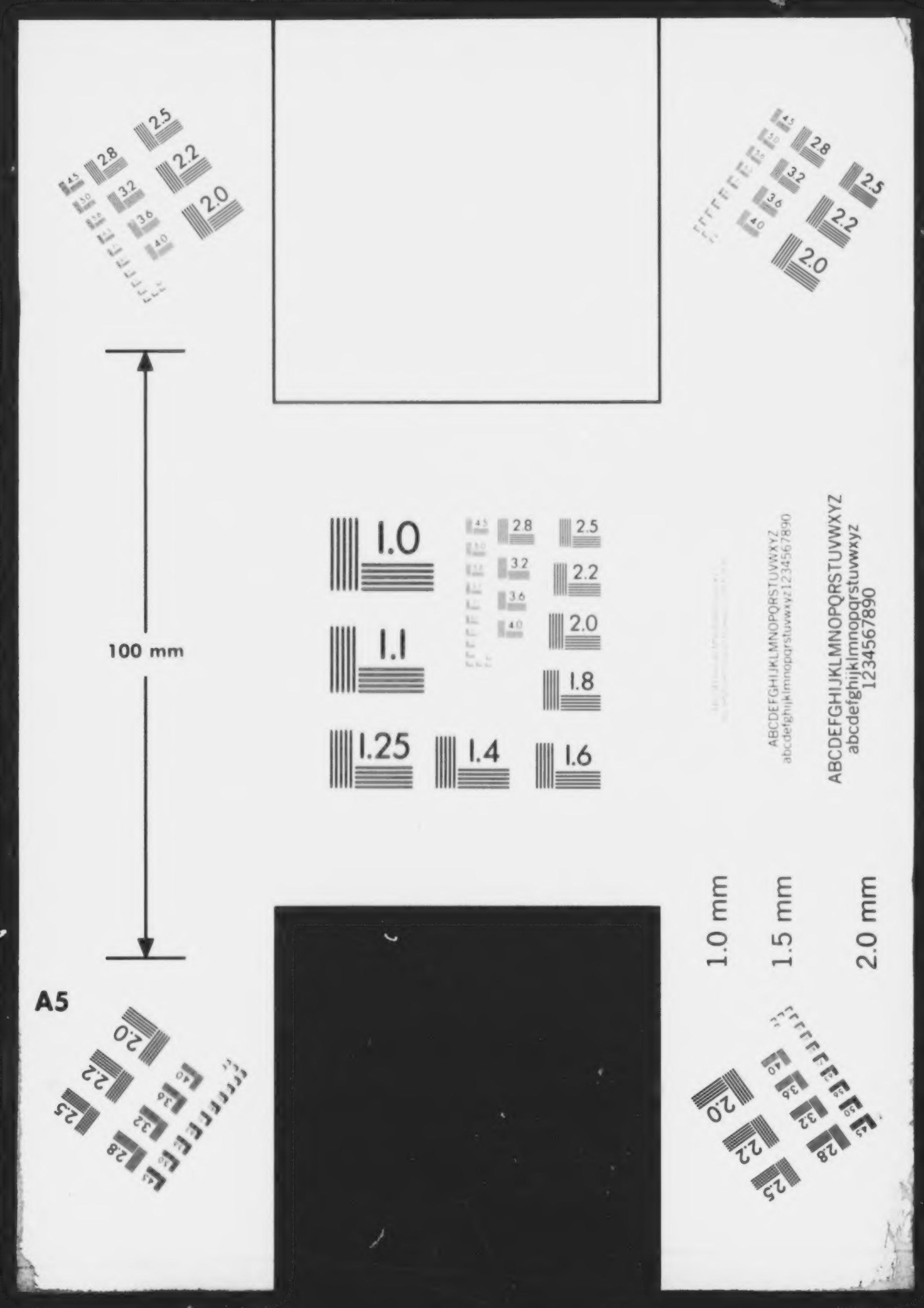
PERCENTAGE OF GRADUATES, BY COUNTY, AND COLLEGE ATTENDED

	County					
College Attended	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
North Idaho College	4	17	7	34	33	26.4
University of Idaho	13	4	7	5	8	6.4
Boise State Univ.	--	4	--	1	2	1.6
College of Idaho	--	--	--	--	2	0.4
Lewis & Clark St. Col.	4	4	--	1	--	1.6
NW Nazarene	--	--	--	1	--	0.4
Idaho State Univ.	4	--	--	--	--	0.4
Ricks College	--	--	7	1	--	0.8
Col. of S. Idaho	--	--	--	--	--	----
Eastern WA Univ.	--	--	--	--	--	----
WA Com. College	--	6	--	3	--	2.4
Other College in WA or Montana	22	10	7	7	13	10.0
College or Univ. Elsewhere	17	8	7	10	8	10.0

Of the graduates continuing their education at North Idaho College, the percentages who had completed different high school curriculums were: college preparatory--24%, general--51%, business/commercial--11%, technical--3%, shop or industrial arts--5%, homemaking--1%, and other (usually a combination)--5%. Another analysis revealed that of the graduates completing a high school college preparatory curriculum, 8% had not continued in college but others had attended as follows: NIC--26%, college outside Idaho--41%, University of Idaho--13%, Boise State University--5%, Lewis and Clark--3%, and College of Idaho and Ricks College--2% each. Those completing a high school general curriculum attended as follows: NIC--28%, college outside Idaho--14%, University of Idaho--4%, Lewis and Clark--2%, Boise State University--1%, and NW Nazarene College 1%; 49% did not attend college. Of the business curriculum graduates, 27% did not continue in college, while 32% attended NIC, 36% attended out of Idaho, and 5% attended Ricks College. One-half the technical education curriculum did not attend college, but those who did were divided evenly between NIC and the University of Idaho. All of the high school home economics curriculum graduates who attended college enrolled at NIC (20%). Over two-thirds (68%) of the shop or industrial arts curriculum graduates did not attend college, but 14% enrolled at NIC and 18% in a college out of Idaho. The fact that such a high percentage of high school graduates who enrolled at NIC had completed a general curriculum and were drawn from each of the other non-college preparatory high school curricula has important implications for program development and guidance and counseling services.

Present Interest in Further Education or Training

Eight of every ten graduates indicated they were presently interested in further education or training. Of the graduates interested in further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education, 40% desired to prepare for a new job; 27% were interested for the purpose of self-improvement; 23% wanted to finish the program they had started; 4% wanted to improve in their present job; and, 6% were interested for other reasons.

Graduates expressing present interest in further education or training were asked what type they wanted. Written responses given by 184 graduates are shown below with the frequency of mention shown in parenthesis when it was mentioned more than once. Some identified more than one type.

Business Related

Commercial Art
Business (18)
Business Management (14)
Accounting/Business (3)
Secretarial (8)
Small Business Management (2)
Office Occupations
Computer Science
Management Trainee
Computer Training (6)
On-the-Job Training in Business (3)
Travel Career Training (2)
Public Relations
Fashion Merchandising
Computer Graphics
Cosmetology (5)

College and Professional School

Law School (4)
Graduate School (6)
Doctoral Degree Biochemistry
Seminary
Early Childhood Education (2)
Education (3)
Masters in Social Work
Social Work
University/Military
Nursing (10)
Dental School (2)
Medicine (4)
Music Teacher (5)
Two-Year College (4)
Four-Year Degree (35)
Physical Therapy
Graduate School for Physical Therapy
Veterinary Medicine
Forestry (2)
Music-Theory/Arranging

Engineering Related

Geological Engineering
Aeronautical Engineering

Industrial Related

Flight School (2)
Jet Mechanic
Drafting Technology (4)
Automotive Education
Auto Body (2)
Auto Mechanics (5)
Trade School
Aviation
Air Framing--Power Plant Tech.
Certified Welder (2)
Advanced Training in Electronics
Some Type of Electronics or Laser Optics
Electronics (3)
Auto-Boat Repair
Blueprint Reading

Industrial Related (Continued)

Vocational/Tech Training
Internships, More Job Training (4)
Tech. Part-Mgmt. Training
Graphic Arts
Technical Training
Carpentry Apprentice School
In line for Air Traffic Controller School
Something Industrial (2)
TV Production

Specific Subject Fields of Interest

Psychology (2)
Math and Science (2)
More Math
Music
Sociology
Home Economics
Languages
English
Culinary Arts (2)
Radio Communications
Geography
Cartography
Photography
Drama
Bible

Miscellaneous

Co-Op work in summer, informal learning at night in summer.
Various fields.
Not certain.
Undecided, but would get general courses out of the way.
Private Investigating
Cosmetics
Christian Education
Correspondence

Of the graduates currently interested in further education or training 37% were currently living in Kootenai County; 1% were in Benewah County; 10% were in Bonner County; 3% lived in Boundary County; and, 6% lived in Shoshone County. Ten percent lived elsewhere in Idaho, and 33% lived out of Idaho. Slightly fewer than 6 of every 10 graduates (57%) currently interested in further education or training lived within the five-county Panhandle area; others were outside the area.

Fifteen percent of the graduates not presently interested in further education reported their parents were either indifferent or negative about their continuing in school after high school graduation compared to only 5% who expressed present interest in further education.

Occupational Aspirations of Graduates

Two-thirds of all graduates indicated they had decided what kind of job they wanted to be working at ten years from now; one-third were undecided. Percentages of undecided ranged from 50% in one county to 29% in another. An analysis of responses revealed that a higher percentage (37%) of male graduates were undecided than females (29%). The largest percentages of graduates who had decided what job they wanted ten years hence had been in a high school technical curriculum (88%) and a college preparatory curriculum (83%). Percentages from other curricula who had made the decision were business/commercial--64%, general--62%, shop or industrial arts--52%, and homemaking--40%.

Types of work graduates planned to be doing 10 years from now are shown in Table III-4 by county. It can be seen that nearly one-fourth of the graduates planned to work at the middle manpower level, and slightly less than one-fifth (18%) planned to be in a skilled trade. Highest percentages aspiring to a skilled trade type of occupation were graduates in Benewah and Boundary Counties. Four of every 10 hoped to be in professional work, 9% didn't know, and 8% gave no response or indicated none of these types of occupational categories. Each of the occupational categories were briefly defined in terms of educational requirements to assist the graduate in responding. A skilled trade was described as requiring high school and/or trade school, and sometimes community college work, plus a period of several years apprenticeship. The middle level occupations usually require two years of college or technical education and training (increasingly some middle level jobs require four years of college). A professional job ordinarily requires graduation from a four-year college or university and frequently an advanced professional degree.

TABLE III-4

PERCENTAGE OF GRADUATES BY TYPE OF FUTURE WORK ANTICIPATED

Type of Work	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
Skilled Trade	22	19	29	15	19	18
Semi-Professional, Technical, or Middle Level Business	26	25	21	28	17	24
Professional	30	40	36	43	46	41
None of These	13	2	7	8	--	6
Don't Know	9	15	7	4	14	9
No Response	--	--	--	2	4	2

Graduates who had decided on the kind of job they wanted to be doing ten years hence were asked to name the job. Those responses were as listed below.

Professional--Engineering

Geological Engineer
Aeronautical Engineer
Electronics Engineer (2)
Civil Engineer for Large Business
Electrical Engineer
Engineer for Major Corporation
Mechanical Engineer
Electrical Engineer in Corporate Security/Computer Security Fields

Professional--Health Related

Medical Doctor (2)
Dentist (2)
Medical Field (3)
Sports Medicine/Orthopedics (2)
Physical Therapist in Clinical Setting
Physical Therapist
Nursing (6)
Nurse (O.B. Gyn.)
Nurse (Surgical or O.R.)
Specialized Surgeon
Nurse (Specialized in Surgical Procedures)

Professional--Teaching

Teacher--2-Yr. College Level
High School History or Math Teacher
High School Teacher
Nursery and Pre-School Teacher
Business Teacher
Elementary Education Teacher (3)
Music Teacher
Home Economics Teacher
Teaching
Botanical Genetic Research/Possible University Teaching

Professional--Social Service

Clinical Social Work
Social Work
Counselor for Abused Children
Counselor
Architect (2)
Genetic Biological Researcher in Criminology
Psychologist (3)
Public Administrator and Law
Criminal Lawyer
Lawyer (2)
Church Music Minister
Youth Pastor for Church
Counseling for Handicapped
Sociologist
Foreign Service
Veterinarian

Business Related

Financial Services Partner
Certified Public Accountant (7)
CPA/Management
Administrator/Manager (3)
Business Owner/Manager
Public Relations Consultant (3)
Banking Field (3)
Accountant/Bookkeeper--Business (2)
Manager or Assistant at Large Store
Store Manager for Tidyman's
Office Management
Own Small Business
Marketing and Advertising (4)
Fashion Merchandiser
Presently Own Independent Marketing Firm
Information Processing
Controller Accountant, Auditor (2)
Business Related Work
Legal Secretary (3)
Secretarial Work on Banking
Secretarial Para-Legal
Secretary (4)
Public Relations & Mid-Manager
Professional Telemarketing
TV Station or Production Co. Mgr.
Manager of Large Hotel
High Managerial Business for Airline
Travel Agency (2)
Manage Small Business or Own One
Accountant (2)
Work in Office or Own Small Business
Manage or Own a Business (2)
Own Own Shop (2)
Some Management Position (Undecided)
Work in Sporting Goods Store
Corporation Manager
Flight Attendant
Secretary or Accountant (3)

Service Related

Cosmetologist (3)
Head Chef/Spa Work
Federal or State Fire Management
Radio Dee-Jay and Other Work
Helicopter Pilot for Private Co. (2)
Golf Professional
Veterinary Assistant
Radio Communications
Self-Employed Private Investigator

Industrial Related

Circuit Designer
Electronics
Cable Technician
Jet Mechanic
Electronics Technician (2)
Computer Drafting in Electronics
Mechanical Draftsman (3)
Journeyman Lineman/Foreman
Surveyor for Big Company
Well Drilling
Telephone Maintenance
Air Traffic Controller
Head Drafter or Engineer
Drafting House Plans and Bldg. Them
Get into Television Industry
Self-Employed by R.V. Business
Drafting
Computer-Aided Drafting (2)
Graphic Arts
UPS Truck Driver
Construction or Long Haul Truck Driver
Auto Restoration (2)
Auto Body Shop (2)
Automotive Mechanic
Own Diesel Shop for Big Trucks
Have Own Auto-Boat Shop
Logging Industry Work
Designing Electrical Systems
Electrician
Welder (2)
Airline Technician
Computer Technologist

Other

Professional
Math
Science
Music
Art (2)
Something in Communications
Jogging
Retirement with MLM Co.
Christian Educator

Some of the business related types of work are undoubtedly at the professional level, but they have been listed under business related occupations. These long-term occupational aspirations are indicative of the types of education and training needed if graduates are to achieve their occupational goals. Educational and training programs at several levels and a variety of types are implied.

Courses Graduates Now Wish They Had Taken

Of all responding graduates, 45% indicated there were courses they now wish they had taken which were not offered when they were in school. When asked to name such courses, 105 graduates did so. Some listed more than one course. Such courses are listed below and the frequency of mention if more than once is shown in parenthesis.

Math/Science

Higher Math
Calculus (6)
Pre-Calculus
Classes to Prepare for College Pre-Med (2)
Nutrition
More Biology
Physiology
Physics (2)
More Science
First Aid (3)
Human Anatomy (2)
Advanced Chemistry (2)
Algebra at 8th Grade Level
More Math (6)
Anatomy and/or Physiology
Health Science Courses (2)
2nd Year Chemistry with Some Organic Chemistry
Chemistry
Zoology

Language Arts/Communications

Senior English
Require English Composition
Honors English (2)
English/Communications
Advanced Placement English
More Extensive Literature Course
More College Prep English Classes
More Communication-Related Classes
More and Better English Classes (3)
Journalism
Greek Literature (2)
More English

Business/Commercial

Computer Courses (4)
More Business Courses (12)
Accounting (2)
Business Admin. & Mgmt. (3)
Accounting on the Computer
Secretarial Office Practice (SOP)
Business Machines
Business-Oriented Computer Class
Pascal Computer Language (2)
Introduction to Autocad
Photography
Economics (5)
Word Processing
Financial Classes
More Business Courses Dealing w/Public
More Office Machines Training (4)
Advanced Computer Classes
More Public Relations
Business Law
Advertising
Fashion Merchandising Class
Business Computers, Not Playing Games
Adequate Computer Training
Marketing Class

Social Science

Sociology (6)
Marriage and Family (2)
Psychology (Child & Other)
Psychology (11)
Anthropology
More Government
Social Problems
More History (3)
World History
History of Modern Thinkers
Leadership Development
Social Science
Beginning Law

Humanities/Foreign Languages

Foreign Language (2)
Other Language Courses
Another Language Option
Humanities (2)
Metaphysics
Logic

Humanities/Foreign Languages (Continued)

Language Other than Spanish
Spanish (3)
More Foreign Languages
German
Philosophy Course/Moral Reasoning
Art (3)
Cinema History

Trade/Industrial

Basic Electricity
Electricity
Electronics (5)
Extensive Drafting (3)
Drafting (2)
More Good Welding Courses (4)
Agricultural Courses
Heating, Refrigeration, Air Cond.
Courses on Aviation
Auto Mechanics (Diagnosis)
Auto Mechanics
Auto Body Repair
Diesel Mechanics Course
Auto Shop Course (2)
Large Engine Course
Cooking Courses
Mining Tech. Class

Miscellaneous

More College Preparatory Classes
Classes Dealing w/Life & Real World
Didn't let me take Home Economics--
Always put me in Title I.
More Emphasis Put on Basics
Certified Nurses Aide
Better Teachers
Future Farmers of America
Show more interest in average student.

Graduates seemed to be identifying need for greater breadth of advanced high school course offerings in science, math, computer science, English, business, social sciences, vocational education, and humanities which are difficult for widely separated rural schools to provide. In some instances, collaborative efforts between school districts and alternate or multi-year rotated offerings of some advanced courses might be further explored. Hindsight is probably better than foresight. One might speculate on how many graduates now suggesting advanced courses in some fields, such as English, would have been enticed into them had they been available while the respondent was in high school.

Reasons Why Graduates Did Not Continue Education

One-third of all graduates indicated they would have continued their formal education after graduation if more financial assistance had been available. When asked which reason among eight possible reasons was of most importance why they were not going to school at the present time, 20% of all graduates indicated financial reasons. Percentages of graduates indicating they would have continued in school after graduation if financial assistance had been available by county were Bonner and Shoshone--40%, Boundary--36%, Benewah--30%, and Kootenai--29%. Percentages indicating financial reasons as of most importance for not attending school now were Bonner--29%, Boundary and Shoshone--21%, and Kootenai and Benewah--17%.

Other reasons of most importance cited for not currently attending school were that a program was not available near where they lived (2%), they had already completed a school they did attend (5%), low grades (2%), and lack of time (5%). Four percent were not interested, and 6% were in the military service. Eight percent indicated family responsibilities as the reason they were not currently in school.

Reasons Graduates Believed Friends Had Not Attended NIC

An effort was made to obtain the image held about NIC by the responding graduates. Rather than ask graduates about their own perceptions directly with the risk that such responses might tend to be what the respondent thought someone wanted, they were asked about the importance of various reasons as to why more of their friends or high school classmates had not enrolled at North Idaho College. Results are presented in Table III-5 by percent according to importance of each reason as perceived by graduates from each county. For example, one can see that 17% of the Benewah graduates

TABLE III-5

PERCENTAGES OF GRADUATES BY IMPORTANCE OF REASONS WHY FRIENDS DID NOT ATTEND NORTH IDAHO COLLEGE

Reason by Importance	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
Lack of Money						
None	17	25	14	28	10	22
Some	70	60	71	59	65	62
Much	13	15	7	9	21	13
Wanted Better College						
None	22	8	--	6	10	8
Some	61	69	71	53	50	57
Much	17	25	21	37	35	31
Wanted to Live Away From Home						
None	17	12	21	11	17	14
Some	56	60	36	53	50	53
Much	26	27	36	32	27	29
Little or No Information About NIC						
None	48	54	64	57	54	55
Some	48	44	29	33	33	36
Much	4	2	--	6	8	5
High School Counselors Advised Against Enrolling						
None	78	83	71	77	83	79
Some	13	17	21	18	10	16
Much	13	--	--	1	--	2
High School Teachers Advised Against Enrolling						
None	78	77	71	77	73	76
Some	17	23	21	19	23	20
Much	4	4	--	1	--	2
Program Wanted Not Offered at NIC						
None	17	17	--	13	21	15
Some	74	56	79	64	60	63
Much	9	21	14	20	15	18
Lack of Transportation						
None	52	56	57	64	48	58
Some	44	35	36	29	42	34
Much	4	8	--	2	4	4
No Interest in Further Education						
None	4	19	7	13	12	13
Some	61	73	71	66	65	66
Much	35	8	14	17	17	17
Too Much Like High School						
None	30	31	36	21	44	29
Some	56	54	57	49	40	49
Much	9	15	--	26	10	18

indicated lack of money was of no importance why more of their friends and classmates had not enrolled at NIC, but 70% indicated that was a reason of some importance, and 13% thought the reason was of much importance. Other percentages are to be read and interpreted in the same way.

Predominant among the reasons of some and much importance was "the desire for a better college" followed by lack of interest, desire to live away from home, and that the program wanted was not offered. The first and last of these reasons are important findings for college officials. The first reflects an image held and the last may reflect a lack of information, particularly about the nature of work at any college during the first two years, regardless of what field a student wishes to pursue toward a bachelor's degree. The last reason may also reflect a lack of information about the full range of offerings at NIC, since 41% indicated a reason of some and much importance for non-attendance at NIC was that graduates had little or no information about North Idaho College. Approximately one-fifth of the graduates indicated there was advisement against enrolling at NIC by high school counselors and teachers. Could it be that teachers and counselors are not as well informed as they could be about NIC offerings and student successes after transfer or on the job after completing a program of study?

Lack of money was considered by three-fourths of the graduates to be of some (62%) or much (13%) importance. Two-thirds indicated a reason of some and much importance was that NIC was too much like high school. This reflects an image held by high school graduates, and has important implications for public relations efforts by the college to become better and more accurately known throughout the service region.

Types of Persons Thought to Enroll at NIC

To explore further the image held of North Idaho College, graduates were asked what kind of person was most likely to enroll at NIC, based on their contacts and knowledge. Responses to this query are presented in Table III-6 by percentage by County and for the total group. One can see that, in general, graduates recognized the relatively lower cost of attending NIC as a feature which attracts students as well as persons wanting to prepare for a technical or semi-professional career. They also recognized that NIC attracts persons with job and/or family responsibilities and older persons who have been away from school for several years. Only about one-fourth thought the persons most likely to attend NIC were those who had flunked out elsewhere or couldn't get into another college. In terms of the facts about who does enroll and the percentage of this type of enrollee at NIC, this misconception is probably held by a higher percentage of graduates than ought to exist. On the other hand, 6 of every 10 graduates indicated that persons who enroll at NIC want a good education base for transferring to work on a 4-year college degree, and about 4 of every 10 graduates indicated persons who want a good education enroll there.

Graduates' Evaluations of High School

Because high school graduates who enroll at NIC bring with them a set of opinions and attitudes toward school work based on previous experience, it is important for a community college faculty to know what they are. Each was asked how well their high school had prepared them for college work and for employment. They were also asked if they had decided on what occupation they wanted to settle down in, how much help they had received from their high school in making this decision. Of all graduates 12% indicated they had

TABLE III-6

PERCENTAGES OF GRADUATES BY PERCEPTION ABOUT WHO ENROLLS AT NORTH IDAHO COLLEGE

Type of Person Thought Most Likely to Enroll	Benewah	Bonner	Boundary	Kootenai	Shoshone	Totals
Persons who can't finance going somewhere else.	65	77	50	79	81	76
Students with below average high school grades.	56	29	29	41	40	39
Persons who want a technical/semi-professional career	74	69	71	67	65	68
People who "flunk out" elsewhere or can't get into another college.	26	15	29	26	27	24
Persons who want a good education.	26	44	36	35	35	36
Students whose high school grades were average or higher.	30	40	29	35	29	34
Persons with no financial difficulties.	17	17	14	16	19	17
Persons with job and/or family responsibilities.	61	62	36	73	58	65
Persons who have been away from school for several years.	52	56	29	59	50	54
Persons who want a good education base for transferring to work on a 4-year college degree.	74	69	64	62	48	62

received lots or considerable help from their high school in making the decision, while 29% had received some help. About one-half (49%) indicated they had received little or no help, and 9% did not respond. Of only the graduates who had gone to college, 13% felt their preparation had been inadequate, and 29% felt it had been fair but all could have been better. About one-half (49%) felt their high school preparation for college had been very good in some ways but could have been better in other ways. Nine percent believed their preparation for college had been excellent. Of only the graduates who had entered employment, 15% felt their high school preparation had been inadequate, and another 28% believed it had been fair but all could have been better. Slightly over one-fifth (22%) indicated their high school preparation for a job had been very good in some ways but could have been better in other ways. About one-third (32%) indicated their high school preparation for a job had been generally good, while 2% believed it had been excellent. Thus about the same percentages of graduates (42% and 43%) felt their high school preparation had been either inadequate or fair with all of it needing improvement, regardless of whether graduates had gone to college or into a job after graduation. Six of every 10 graduates, regardless of what they did were reasonably satisfied with their high school preparation; only a small percentage indicated it had been excellent.

Graduates' Interest In Non-Credit Special Interest Courses

Forty-five percent of all graduates expressed interest in studying (on a non-credit basis) with others having similar interests a topic of special interest. About one-half of the respondents were currently living in the five-county area (22%). Percentages were Bonner--65%, Boundary--64%, Kootenai--32%, Shoshone--33%, and Benewah--30%. Thirty percent listed a topic in which they would be interested, and they are shown below.

Fine Arts/Humanities

Art (5)
Music (4)
Literature Tied Into History
Poetry
Photography (5)
Pottery
English Literature
Mythology
Philosophy (2)
Jazz History
Literature
Languages
Group Communication

Social Sciences

History (3)
World History
Economics
Ancient History
Marriage and Family
Sex Education with AIDS Info (2)
Psychology (4)
Sociology (4)
Geography
Native American Culture
Social Work
Corporate Structure
Career Research (2)

Business

Secretarial or Banking
Computer Training (Word Perfect and Its Libraries)
Computer Programming
Computer Science
Business Management (4)
Computer Applications
Typing
Secretarial
Fashion Merchandising
Commercial Advertising
Budget Class
Bookkeeping

Health

Health and Nutrition
Physical Therapy
Nutrition
First Aid (2)

Science

Marine Biology
Environmental Biology
Astrology
Cell Biology
Space
Sciences

Industrial

Industrial Arts
Welding
Electronics (2)
Programmable Calculators
Auto Body (2)
Auto Mechanics Course (5)
Wood Shop
Aviation
Sheet Metal Work

Hobby/Recreation

Bike Trips
Travel
Recreational Courses (2)
Floral Designing
Cake Decorating
Culinary Arts
Pastries
Cooking
Sewing
TV Classes

Miscellaneous

Home Economics
Equestrian
Forestry
Any Sports Class
Sports (Tennis, Racquetball, Etc.)
Religion
Self-help and any kind of self-improvement courses are great!
Have a desire to learn most anything.
Anything anyone wants, but PE and social studies does not help in many fields.
Anything dealing with aviation or aeronautical engineering.

As with other listings, the number of times a suggestion was given appears in parenthesis. It should be recalled that all listings have come from a 15.6% random sample of all graduates, so one could extrapolate to what the demand would be at 100% and increase that to include all graduating classes in the area for several years.

Summary

A summary of findings from responses of 1986 spring high school graduates is presented below.

Characteristics of the Responding Graduates

1. Of all graduates responding to the study, 46% were women, and all but 5% of all graduates had obtained some type of education or training afterwards. Twenty-three percent had attended a four-year college or university, and 26% had attended a community college. About 4 of every 10 had received on-the-job training, and 8% each had attended a military service school or a vocational/technical institute. Six percent had attended a private trade or vocational school, and 2% each had attended a business college or had taken a correspondence course. One percent had taken an adult education course, and 7% had some other types of training or education.

2. A slightly larger percentage of girls (28%) than boys (24%) had attended a community college, but a larger percentage of boys (26%) than girls (19%) had gone to a four-year college or university. At the time of the study, 45% of the graduates were in school full-time, and 28% were not gainfully employed either full or part time.

3. About one-half of the graduates (48%) had completed a high school general curriculum, and 24% had taken a college preparatory curriculum. A business curriculum had been taken by 9%; 8% had been in a shop or industrial arts curriculum; and, 3% completed a technical curriculum. Two percent had been in a home economics/homemaking curriculum, and 4% completed some combination of curricula.

4. Percentages of graduates not continuing schooling in a college by curriculum were: college preparatory--8%, general curriculum--49%, business--27%, home economics--20%, and shop or industrial arts--68%.

5. Of all graduates, 36% each reported they ranked academically in the upper or middle thirds of their high school class, and 28% reported being in the lowest third or indicated they didn't know how they ranked.

6. Nearly one-third (31%) lived outside of Idaho, and 10% lived away from the Panhandle area elsewhere in Idaho. About 6 of every 10 resided in the 5-county Panhandle area.

7. According to graduates, 88% of their parents either insisted they go to college after graduation or wanted them to go if they wanted to do so. Sixteen percent of the graduates with no further education or training reported their parents were indifferent or negative about their continuing their education compared to 3% who had attended a college.

Colleges Attended and Present Interest in More Education

8. Slightly over one-fourth (26%) of all graduates had attended North Idaho College, and most of those resided in Kootenai or Shoshone Counties. Another 22% had attended a college or university outside Idaho. Six percent had attended the University of Idaho, and approximately 5% had attended one of six other Idaho colleges or universities.

9. High school curriculums completed by graduates enrolling at North Idaho College were: College preparatory--24%, general--51%, business/commercial--11%, technical--3%, shop or industrial arts--5%, homemaking--1%, and other--5%.

10. Eight of every ten graduates expressed present interest in further education. In addition to 23% who wanted to finish the program they had begun, 27% were interested in self-improvement, and 40% desired to prepare for a new job. Four percent wanted to improve in their present job, and 6% were interested for other reasons.

11. Strong interest was expressed for further education in business related fields, the professions, and industrial related fields. Fewer than 6 of every 10 graduates (57%) currently interested lived in the Panhandle area, and most of these lived in Kootenai or Bonner Counties.

12. Of the graduates with no present interest in further education, 15% indicated parents were either indifferent or negative about their continuing in school compared to 5% who expressed present interest in more education.

Occupational Interests of Graduates

13. Two-thirds of all graduates had decided what kind of a job they wanted to be working at ten years hence, and by type of high school curriculum completed, the largest percentages had been in either a technical or college preparatory curriculum. One-third were undecided on what kind of a job they wanted to work at in the long-term future. Indecision ranged from 50% in one county to 29% in another, and a larger percentage of females than males were undecided.

14. A decade ahead nearly one-fourth of the graduates planned to be working at the middle manpower level; slightly less than one-fifth (18%) planned to be in a skilled trade (most of these were in Boundary and Benewah Counties); and 4 of every 10 hoped to be in some type of professional work. Nine percent didn't know, and 8% gave no response. Professional fields were engineering, health related, teaching, social service, and some business related occupations. Many of the middle manpower fields were business related, service related, and industrially related, especially drafting and electronics technicians.

Courses Graduates Wish They Had Taken

15. About 45% of all graduates indicated there were courses they now wish they had taken in school but which were not offered. Most were advanced math and science courses, communications/language arts, business/commercial courses, and trade/industrial courses, however, some were breadth courses in the social sciences and humanities/foreign language fields.

Reasons Graduates Did Not Continue Their Schooling

16. One-third of all graduates indicated they would have continued their formal education had more financial assistance been available, and 20% indicated financial reasons as of most importance why they were not in school at the time of the study. Other reasons for not being in school were family responsibilities--8%, military service--6%, lack of time--5%, already completed a school attended--5%, low grades--2%, program unavailable near place of residence--2%, and no interest--4%.

Graduates' Image of NIC

17. Eighty-eight percent of the graduates believed the reason of some or much importance why more of their friends did not enroll at NIC was because they wanted a better college; 82% believed of some or much importance was a desire to live away from home. That the program wanted wasn't offered by NIC was thought by 81% of the graduates to have been of some or much importance why more friends did not enroll at NIC.

18. Other reasons believed to be of much or some importance why more graduates did not enroll at NIC were lack of interest--83%, lack of money--75%, NIC is too much like high school--67%, little or no information about NIC--41%, lack of transportation--38%, teacher advice against enrolling--22%, counselor advice against enrolling--18%.

19. Graduates thought the kind of person most likely to enroll at NIC were persons who couldn't finance going elsewhere (76%), who want a technical/semi-professional career (68%), who desire a good education base for transferring to work on a 4-year college degree (62%), and persons who have been away from school several years (54%).

20. Other persons graduates believed most likely to attend NIC were students with below average high school grades--39%, persons who want a good education--36%, students with average or higher grades--34%, persons who flunk out elsewhere or can't get into another college--24%, and persons with no financial difficulties--17%.

Evaluations of High school Preparation

21. About one-half (49%) of all graduates indicated they had received little or no help from their high school in deciding what occupation they wanted to settle down in; 29% had gotten some help; 12% received lots or considerable help; and 9% did not respond to the question.

22. Thirteen percent of the graduates who entered college and 15% of those who entered employment indicated their high school preparation had been inadequate; 29% of the former and 28% of the latter felt their preparation had been fair but all of it could have been better. Slightly less than 6 of every 10 graduates, regardless of whether they went to work or to college, were reasonably satisfied with their high school preparation; 2% who went to work and 9% who went to a college believed their preparation had been excellent.

Interest in Non-Credit Special Interest Courses

23. Of all graduates, 45% expressed interest in studying with others having similar interests a topic of special interest on a non-credit basis. About one-half of these interested graduates, or 22% of all graduates, were currently living in the Panhandle area.

24. Topics of special interest for non-credit study to the largest group of graduates were art, music, photography, history, psychology, sociology, business management, computer science, and auto mechanics. However, other topics were mentioned in the fine arts/humanities, social science, business, science, health, and industrial fields.

CHAPTER II-IV

EDUCATIONAL NEEDS BASED ON INFORMATION FROM EMPLOYERS

Introduction

In planning for educational programs and services to meet demands for qualified employees by employers in industry, business, and government enterprises, consideration needs to be given to the availability of opportunities and entry requirements for jobs in the local area. This kind of information can reveal not only the demands locally but also the extent to which local area youth will need appropriate types of education for export and work outside a local area. Today jobs at all levels are more complex than they used to be, and some are disappearing while others are being introduced. Educational institutions, to properly fulfill their functions, must keep abreast of these changing needs in order to plan and carry out the necessary training of youth and adults in the appropriate levels and ways. While this is but one aspect of a community college's total function, preparation for employment should fully qualify the trainee interested in mid-level technical and semi-professional types of work for meeting job entry requirements in jobs that are available. In addition, the opportunity for employees to upgrade existing job skills and to retrain for career change should also be part of the total responsibility of such a college.

This chapter is devoted to the presentation of results from a survey conducted among employers in the five-county Panhandle area industrial, business, and governmental enterprises. The purpose of the study was to determine the nature of jobs in the area, to explore the extent to which there is an adequate supply of locally qualified employees available to man the professional and the mid-level technical and semi-professional type jobs, anticipated manpower demands, and current training practices and needs by employers for employees to have job skill upgrading.

Information was gathered by use of a questionnaire. A questionnaire prepared for the purpose was tailored to the economy of the area by the Citizens Study Sub-Committee on the Needs of Business, Industry, and Government. Hand deliveries were made to some of the largest enterprises and mailed to other ones thought to employ over five employees. Since the actual size of the labor force and the occupational and industrial distribution of workers were factors already known and already available from the U.S. Census data and the Department of Labor Bureau of Labor Statistics, a complete occupational survey was not attempted. Rather the purpose of this study was to acquire information about the kinds of jobs for which education and/or training beyond high school is deemed essential or desirable. A technician or semi-professional worker is one who works at a mid-level job between that of the professional on the one hand and that of the skilled craftsperson on the other hand. A technician job usually requires a considerable background of theoretical knowledge in science and mathematics and a well developed ability to work with instruments, tools, and certain kinds of machinery. The technician may work in industry, business, health care, agriculture or government service fields. Ordinarily his work requires a level of education commensurate with the associate degree or two years of post-high school study. Some technicians, semi-professional and mid-level business workers have attained their jobs through work experience, home study, or through military service school training. The normal path today for job entry into these types of work is through college and technical institute levels of education and training of two years length beyond high school graduation. Increasingly this is the situation in most parts of the country.

Method and Procedures Used

The Citizens Committee on the Needs of Industry and Business, decided that all firms employing over five employees should be contacted throughout the Panhandle area. The task of identifying them was a huge one. North Idaho Manufacturer's Guide developed by the Coeur d'Alene area Chamber of Commerce Economic Expansion Taskforce and the Panhandle Area Council was a starting point for establishing a list of contacts. Citizens Advisory Committee members from each of the areas reviewed lists for their respective areas and eliminated names of enterprises thought to employ fewer than five employees. Some checked the listings against yellow pages of telephone directories so as not to miss any firms. The Coeur d'Alene area Chamber of Commerce made available a recent listing of organizations, but none of the listings indicated number of employees. Judgments were exercised in identifying 562 firms for contact, while some smaller firms employing over 5 employees may have been missed to the best of our knowledge all of the larger firms were included. No attempt was made to contact county, state, federal, or city government agencies or professional offices of lawyers, individual offices and medical doctors and other health care professionals, or certified public accountants. Of the firms listed and contacted, 90 had either gone out of business or had moved their location out of the area. Of the remaining 472, 301 responded by mail to the inquiry, and six responded to a personal visit contact, thus, the response rate was 65% with all the largest firms included.

Questionnaires were divided into two forms, one for manufacturing firms and the other for business enterprises. In addition to 5 general information identification items employers were asked to respond to 12 questions. Information gathered has been analyzed for each of the two groups. In addition, six categories of size by number of employees were created. Those categories were (1) 10 or fewer, (2) 11-25, (3) 26-50, (4) 51-100, (5) 101-300, and (6) over 300 employees as reported by the officials responding. Prior to use the questionnaire had been carefully reviewed by the Citizens Committee on the Needs of Industry and Business, the College Technical Advisory Committee, and administrators in the Vocational-Technical Program area of the College. This is a report of the findings.

Characteristics of Cooperating Panhandle Area Firms

The response rate of 65% compares with a rate of 58% in a similar study conducted in a two-country rural area of southwestern Washington and also a single county suburban area in another state and 43 and and 35 percents in two other former studies. It is suspected that some of the officials of firms not responding do not require any employees to have education and training beyond high school and felt the inquiry was not applicable to them. The comparatively high level of response in the Panhandle area achieved in this study might properly be viewed as attesting to and reflecting a high level of interest and concern for education in the business and industrial segments of the communities.

Shown in Table IV-1 are the percentages of response by county and size of firm or business responding. As can be seen, 64% of all responding firms reported having under 25 employees 8 reported over 100 employees. Of all firms represented, 31% were engaged in manufacturing, and 69% were business enterprises.

TABLE IV-1

PERCENTAGE OF RESPONSE BY COUNTY AND SIZE OF ENTERPRISE

Number of Employees Reported	Bonner	Boundary	Benewah	Kootenai	Shoshone	Total
No Response	5	8	7	9	6	7
10 or Less	40	50	53	34	39	40
11 - 25	29	33	17	20	30	24
26 - 50	10	4	7	12	12	10
51 - 100	10	4	6	12	9	10
101 - 300	6	0	7	9	0	6
Over 300	0	0	3	4	3	2

Respondents of manufacturing firms were asked to indicate from among 18 descriptions given those that best identified the primary activities of the firm. Results are shown below by percentage of response. Since some of the firms produced more than one type of product, the percentages sum to more than 100.

21%	Lumber and Wood Products (Except Furniture)
15%	Printing/Publishing
10%	Primary Metal Industries
8%	Chemicals/Allied Products
7%	Machinery (Except Electrical)
6%	Paper and Allied Products
6%	Electric/Electronics Machinery, Equipment, Supplies
6%	Fabricated Metal Products (Except Machinery and Transport Equipment)
5%	Chemicals/Allied Products
5%	Stone/Clay/Glass/Concrete Products
4%	Measuring, Analyzing, Controlling Instruments
3%	Transportation Equipment
2%	Apparel/Finished Products
2%	Furniture and Fixtures
1%	Textile Mill Products
1%	Paper and Allied Products
1%	Petroleum and Coal Products
1%	Rubber/Plastics Products
1%	Leather/Leather Products
27%	Other
1%	No Response

Respondents of other types of business enterprises were asked to indicate the description from among 18 listed which best described the primary activities of their organization. In addition, services as an activity was divided into 14 areas of service with space provided for indicating a type of service not listed. Results are shown below by percentage of response.

47%	Services
28%	Retail (Other than Food and and Drink)
17%	Finance/Insurance/Real Estate
16%	Retail Trade (Eating/Drinking)
7%	Wholesaleing
3%	Forestry/Natural Resources
3%	Communications (TV, Radio)
3%	Contract Construction (Bldgs.)
3%	Mfg. (Lumber and Wood Products)
3%	Mfg. (Other than Wood)
3%	Utilities (Elect., Gas, Sanitary)
2%	Transportation and Other
2%	Horticulture/Floral/Agronomy
1%	Gov't/Pub. Admin.
0.5%	Contract Construction (Other than Buildings)
0.5%	Printing/Publishing
0.5%	Mining (Non-Metallic)
0.5%	Mining (Metallic)
18%	No Response

Types of services were as follows:

25%	Auto and Truck Services Repair
20%	Food Services/Bakery
16%	Health Services
11%	Hospitality Services
10%	Heavy Equipment/Industrial and Agri. Service and Repair
6%	Business Services (Data Processing, Credit Reporting and Collecting, Advertising
6%	Amusement and Recreation
4%	Appliance Repair/Service
3%	Legal Services
3%	Membership Organizations
2%	Engineering Services
1%	Educational Services
19%	Other

Types of Organized Educational Program Provided Employees

Employees were asked to indicate from a listing of five types of organized educational activities all those they provided to their employees. The purpose was to discover the extent to which training was being provided in-house by employers or for which they took responsibility. Information on this matter is presented in Table IV-2 in percentages of response for all cooperating firms by county of location. Most firms in the area reported providing organized programs of on-the-job training (89%) and initial employment orientation (65%). Four of every 10 provide specially organized training activities designed to improve employee understanding and/or performance, and 3 of every 10 reported training sessions aimed at employee attitude development and good working relationships. Some provided more than one of these types of training, and only 5% provided none of them.

TABLE IV-2

PERCENTAGES OF EMPLOYERS, BY COUNTY, PROVIDING EMPLOYEE TRAINING

Type of Training	Benewah	Bonner	Boundary	Kootenai	Shoshone	Total
Initial Employment Orientation	60	71	67	63	61	65
Pre-Employment Training	10	13	17	10	9	11
On-The-Job Training	90	90	92	86	91	89
Specially Organized Training Designed to Improve Employee Understanding and/or Performance	30	40	33	45	36	40
Training Sessions Aimed at Attitude Development and Good Working Relationships	30	37	17	37	39	30
None of These	3	6	--	6	6	5

Business Firms By Size

Of the business firms with over 100 employees, 92% provided an organized program of initial employment compared to 100% of those with 51-100 employees, 72% with 11-50 employees, and 57% with 10 or fewer employees. Pre-employment training was provided by category of employee size as follows: over 100--17%, 51-100--11%, 11-50--22%, and 10 or fewer--5%. All the business firms with over 50 employees provided an organized program on-the-job training as did 93% of those with 11-50 employees and 91% of those with 10 or fewer employees. Two-thirds of all business firms with over 50 employees reported specially organized training activities designed to improve employee understanding and performance compared to 49% with 11-50 employees and 32% with 10 or fewer employees. One-third of the business firms with over 100 employees reported organized training sessions aimed at employee attitude development and good working relationships as did 62% of those with 51-100 employees, 40% with 11-50 employees, and 39% with 10 or fewer employees. Only 2% of all business firms had none of these types of training programs and they were limited to 4% of the firms with 25 or fewer employees.

Manufacturing Firms By Size

Eighty-five percent of the manufacturing firms with over 100 employees had an organized program of initial employment orientation. Two-thirds of the manufacturing firms with 51-100 employees had such a program as did 70% with 11-50 employees and 45% with 10 or fewer employees. Eight percent of the firms with over 100 employees had an organized pre-employment training program compared to one-third of those with 51-100 employees, 9% with 11-50 employees and 5% with 10 or fewer employees. Of the manufacturing firms with over 100 employees, 85% had an organized on-the-job training program as did 89% with 51-100 employees, 70% with 11-50 employees, and 83% with 10 or fewer employees; 81% of all manufacturing firms had an on-the-job training program. Of the manufacturing firms with over 100 employees, 77% had specially organized training activities designed to improve employee understanding and/or performance as did 33% of those with 51-100 employees, 39% with 11-50 employees, and 15% with 10 or fewer employees; 31% of all manufacturing firms reported this type of employee training program. About 54% of the firms with over 100 employees had training sessions aimed at employee attitude development and good working relationships. This was the case for 22% with 51-100 employees, 30% with 11-50 employees, and 15% with 10 or fewer employees. Only 10% of the manufacturing firms had none of these types of organized programs, and most (78%) of those were in smaller firms employing 25 or fewer employees.

How Post-High School Training Is Recognized By Firm

Employers were asked in what ways one or two years of post-high school training recognized within their company or organization. Slightly over one-fourth (26%) of all respondents of business and manufacturing firms indicated such training would be recognized for job advancement; 22% indicated higher pay; 63% indicated initial hiring advantage; and 5% indicated some other purpose. About one-fifth (21%) indicated such training is not recognized as such for any purpose.

Within manufacturing firms, job advancement was a way one or two years of education/training beyond high school was recognized in 46% of the firms with over 100 employees, none with 51-100 employees, 26% with 11-50 employees, and 18% with 10 or fewer employees. Of all manufacturing firms 21% recognized such education/training for job advancement purposes. The same percentage recognized such education/training for higher pay purposes. This purpose was indicated by 31% of firms with over 100 employees, none with 51-100 employees, 22% with 11-50 employees, and 25% with 10 or fewer employees. Initial hiring advantage was cited by 68% of the manufacturing firms as a way one or two years of post-high school training is recognized. This was the situation in 77% of the large (over 100 employees) firms, 67% with 51-100 employees, 61% with 11-50 employees, and 70% of the smallest firms (10 or fewer employees). About one-fifth (21%) of all manufacturing firms did not recognized such training as such, and 6% recognized it in some other way. Nearly two-thirds (65%) of the firms giving no recognition had 25 or fewer employees, but 15% employed over 100 employees, 10% employed 26-100 employees, and another 10% had not reported the number of employees.

Among business firms about one-fifth (21%) did not recognize as such one or two years of training. Most, 77%, were firms employing fewer than 25 persons, but this was also the case in firms with 26-50 employees (25%) and with 51-300 employees (6%). No manufacturing firms with over 300 employees failed to recognize such training for some purpose. One-half the firms employing over 100 employees recognize such training for job advancement purposes as did 48% with 51-100 employees, 31% with 11-50 employees, and 20% with 10 or fewer employees. About 29% of all business firms recognized such training for job advancement purposes. Higher pay was a purpose for which one or two years was recognized in 42% of business firms with over 100 employees, 39% with 51-100 employees, 23% with 11-50 employees, and 14% with 10 or fewer employees. Of all business firms 22% recognized post-high school training for higher pay purposes. Initial hiring advantage was a purpose for which one or two years of training beyond high school was recognized by 61% of all business firms. This purpose was found for 58% of firms with over 100 employees, 86% of firms with 51-100 employees, 64% with 11-50 employees, and 53% with 10 or less persons employed. Five percent recognized such training for some other purpose.

Opportunities for Employment

Employers were asked if there were employment opportunities in their organizations for people with one or two years of technical or semi-professional training beyond high school. Of all respondents 80% said there were such opportunities, 16 said there were none, and 3% did not answer this question. Such opportunities were available in 75% of the manufacturing firms and in 82% of the business firms. Such opportunities were reported by 92% of the manufacturing firms employing over 100 employees, 78% with 11-100 employees, and 75% with 10 or fewer employees. Opportunities for employment of persons with this kind of education were reported for 83% of business firms with over 100 employees, 100% with 51-100 employees, 89% with 11-50 employees, and 72% with 10 or fewer employees.

Encouragement of Employees to Seek Education/Training

Three-fourths of all firms indicated encouraged employees to find job upgrading educational experiences. This was particularly true in Kootenai and Shoshone Counties where 82% of respondents from all organizations cooperating in the study indicated this was a practice of their firm. This was the case for 71% of the Boundary County firms, 69% of those in Bonner County, and 60% in Benewah County. Encouragement of employees to find job upgrading educational experiences were reported by 74% of the manufacturing and 75% of the business organizations.

All of the manufacturing firms with over 100 employees reported encouraging employees to get such education. This was the case for 77% of firms with 51-100 employees, 69% with 11-50 employees, and 73% with 10 or fewer employees. Such encouragement was reported by two-thirds of the large (100 or more employees) business firms, 95% with 51-100 employees, 80% with 11-50 employees, and 66% of the smallest (10 or fewer employees).

Perceived Obstacles to Employee Education/Training

Information about the obstacles which employers thought prevented employees that need further education/training outside their firm from getting it is presented in Table IV-3 by percentage of responses. The information is shown by county as well as for the total group of respondents. Each employer was asked to indicate from a list of 14 possible obstacles all those they believed applied and/or to write in obstacles not among those listed. Because the obstacles perceived by employers may differ by geographical location, responses have been presented by county.

TABLE IV-3

PERCENTAGE OF EMPLOYERS, BY COUNTY, REGARDING OBSTACLES TO EMPLOYEE EDUCATION

Obstacle to Education/ Training of Employees	Benewah	Bonner	Boundary	Kootenai	Shoshone	Total
Cost	40	43	29	44	55	43
Not Enough Time	27	38	29	44	45	39
Home Responsibilities	33	37	29	46	39	40
Job Responsibilities	17	14	38	28	21	23
Age	--	4	12	5	--	4
Poor Health	3	1	--	1	--	1
Amount of Time Required to Complete Program	20	28	12	25	12	23
Lack of Information About Existing Programs	23	34	29	30	36	31
Available Programs Not Effective	3	12	12	18	12	14
Needed Programs	17	18	25	11	--	13
Existing Program Not Offered at Appropriate Times	13	23	4	15	18	17
Indifference	23	18	25	27	18	23
Lack of Transportation	--	7	8	--	6	3
Distance	43	52	54	6	39	31
Other	1	7	12	5	15	7

Obstacles reported by all employers in descending order were (1) cost, (2) home responsibilities, (3) inadequate time, (4) distance, and (5) lack of information about existing programs. Distance was the obstacle cited by the largest percentages in Benewah, Boundary, and Bonner Counties. Cost was most cited as an obstacle in Shoshone County, but home responsibilities was most frequently cited in Kootenai County. Except for Benewah County respondents about 3 of every 10 in the other counties felt that lack of information about existing programs was an obstacle preventing their employees that need further education/training from getting it.

This information is also presented in Table IV-4 by type and size of firm responding to the study. The largest percentage of response for each employee size category has been underlined for ease of reading. A significant finding is that the largest percentage of both business and manufacturing firms employing over 100 employees indicated an obstacle for their employees that need further training and education which keeps them from getting it is lack of information about existing programs. Cost was the obstacle identified by the largest percentages of business firms employing 100 or fewer employees. The largest percentage of employers in small manufacturing firms (25 or less) as well as large ones (over 100 employees) was inadequate time (shared with lack of information as a main obstacle). Largest percentage of employers with 26-100 employees cited home responsibilities of employees as a main obstacle to further education which they need.

While distance was cited as a reason by only 15% of the manufacturing firm respondents, it was cited as a reason by 38% of the business respondents. The difference is probably that most manufacturing organizations are in proximity to Coeur d'Alene whereas businesses responding to the study were scattered throughout the Panhandle area.

TABLE IV-4

PERCENTAGE OF EMPLOYERS BY TYPE AND SIZE OF FIRM REGARDING OBSTACLES TO EMPLOYEE EDUCATION

Obstacle to Education/Training of Employees	Manufacturing				Business			
	25 or Fewer Employees	26-100 Employees	Over 100 Employees	Total No.	25 or Fewer Employees	26-100 Employees	Over 100 Employees	Total No.
Cost	30	50	54	38	45	51	25	46
Not Enough Time	36	19	69	37	37	49	33	40
Home Responsibilities	29	63	46	35	40	42	33	42
Job Responsibilities	23	19	31	23	21	24	8	22
Age	4	12	--	4	4	4	8	4
Poor Health	--	6	--	1	1	--	--	1
Amount of Time Required to Complete Program	20	43	31	24	24	20	17	22
Lack of Information About Existing Programs	27	25	69	31	31	33	58	32
Available Programs Not Effective	12	19	23	18	12	7	25	12
Needed Programs	5	25	8	9	18	7	33	15
Existing Programs Not Offered at Appropriate Times	16	25	31	18	16	11	42	16
Indifference	23	38	46	28	19	24	25	20
Lack of Transportation	--	--	--	--	6	2	8	5
Distance	16	12	15	15	42	33	33	38
Other	7	6	8	7	6	13	--	7

Educational Level of Employees Needing Further Education

Only 14% of all firms, including 21% of manufacturing and 11% of business respondents, indicated none of their employees needed further training and/or education outside their firm to improve their productivity. Slightly over one-half indicated that employees whose productivity would increase with further education or training were high school graduates. Nineteen percent indicated graduates of private trade or technical schools could improve productivity with further education. Thirty-one percent indicated employees whose productivity would increase with further education were persons with one or two years of college or technical institute. Fifteen percent indicated such employees were those with four years of college, and 5% believed persons with master's and/or professional or higher degrees could also improve productivity with more education and training. Thirteen percent didn't know what the education levels were of employees whose productivity could be improved through further schooling, including 17% of the manufacturing and 11% of the business respondents.

Employers who indicated that employees with a high school level education were those whose productivity could improve with further education and/or training consisted of 45% of the manufacturing and 53% of the business respondents. Seventeen percent of the manufacturing respondents and 20% of the business respondents indicated employers needing further education were private trade or technical school graduates. Regarding employees with one or two years of college or technical institute levels of education 29% of the manufacturing and 33% of the business respondents believed they could improve productivity with further education. The respondents who indicated the education level of employees who could improve productivity was four years of college consisted of 14% in manufacturing and 16% in business firms. Four percent of business respondents and 7% of manufacturing respondents indicated persons holding graduate level degrees could improve productivity through further training and/or continued education outside the firm. These data point up clearly the need for appropriate educational programs to serve employees with all levels of previous education. It is also apparent that the largest group needing further continued education are high school graduates without further education.

Adequacy of Trained Manpower and Educational Facilities

Twenty-eight percent of all employers reported finding it necessary to recruit employees from outside the Panhandle area. This was the case for 30% of the manufacturing and 28% of the business respondents. Outside recruitment was reported by 23% of the business firms employing 50 or fewer persons and 45% of the firms employing over 50 persons. Recruitment outside the Panhandle area was reported by 16% of the manufacturing firms employing 50 or fewer persons and for 54% of those with more employees.

About one-third (32%) of all employers, including 29% in manufacturing and 34% in business, rated as poor the extent to which existing educational facilities in the area meet the off-the-job training needs of their employees. Seven percent of the manufacturing respondents and 6% of those in business, or a total of 7%, rated this provision as excellent. Others rated the provision fair (52%), and 9% failed to respond to the question.

Types of Business and Industry Support for New Programs

While only 9% of all respondents, including 9% of business and 8% of manufacturing respondents, would consider direct monetary support for new education/training programs or services, 75% indicated they would consider moral support and encouragement of employees to participate in job-related types of training. Some (46%) would consider tuition and/or fee reimbursement for employees, and 13% would consider providing in-kind support such as staff, laboratory equipment and space. Approximately 27% would consider providing released time for employees, and 2% would consider some other form of support. Eight percent would not provide any of these types of support.

Of the manufacturing respondents, all employing over 100 employees would consider providing tuition and/or fee reimbursement as would 55% of those with 51-100 employees, 48% with 11-50 employees, and 30% with 10 or fewer employees. Moral support and encouragement would be given for employees to participate by all firms employing over 100 persons, 75% with 51-100 employees, 78% with 11-50 employees, and 70% with 10 or fewer employees. Released time would be considered by 31% of the firms with over 100 employees, 25% with 51-100 employees, 11% with 11-50 employees, and 30% with 10 or fewer employees.

Three-fourths of the large business firms (over 100 employees) indicated they would consider tuition and fee reimbursement for employees. This type of support would be considered by 48% of businesses with 51-100 employees, 51% with 11-50 employees, and 37% with 10 or fewer employees. Three-fourths of the large businesses would also consider moral support and encouragement of employees to participate in job related training as would 90% with 51-100 employees, 78% with 11-50 employees, and 73% with 10 or fewer employees. One-third of the large business firms would consider released time for employees as would 29% of those with 51-100 employees, and 27% with under 50 employees.

One-third of the large business and 8% of the large manufacturing firms reported they would consider direct monetary support for new educational/training programs or services made available outside their organization. One-third of the large business firms and 15% of the large manufacturing firms would consider in-kind support such as staff, space, and laboratory equipment. Sixteen percent of the manufacturing firms with under 25 employees and 12% of similar size business firms would consider in-kind support also as would 18% of manufacturing firms with 26-100 employees and 16% of business firms the same size.

Anticipated Manpower Demand

From a listing of 67 types of occupations, employers were asked to indicate those for which there is expected to be future demand in their organization. In addition space was provided for employers to write in the names of any type of occupation not included in the listing for which there would be demand. Items listed were derived from the 1980 Census information on what people in the area did for a living. Occupations for which future demand was expected are shown below.

Business Related	Number of Manufacturing Firms	Number of Business Firms
Airline Reservation Agent	--	--
Aviation Transportation Agent	--	--
Hotel and Restaurant Manager	--	21
Agri-Business Specialist	4	1
Secretarial	32	62
Stenographer	2	4
Clerk-Typist	18	39
Accountant	25	31
Data Programmer	14	20
Data Processing Technician	14	34
Credit and Collections Supervisor	9	25
Insurance Salesmen	--	3
Banking and Finance Personnel	--	24
Merchandising & Marketing Personnel	15	26
Advertising Layout and Copywriter	11	3
Assistant Buyer	5	12
Traffic Manager (Shipping and Receiving)	8	7
Outside Salesmen	20	22
Sales Representative and/or Estimator	14	17
Personnel Administrators	5	15

Contracts Administrator	3	5
Commercial Artist	11	2
Fashion Designer	--	7
Medical Records Secretary	--	7
Dental Office Assistant	--	1
Medical Office Assistant	1	1
Health Care Related		
Medical Laboratory Technician	--	4
Registered Nurse (Associate Degree)	--	9
Surgical Technician	--	3
Unit Manager (Nursing Station)	--	3
Inhalation Therapist	--	2
X-Ray Technician	--	4
Dental Technician	--	--
Technical		
Aeronautical Engineering Technician	--	--
Chemical Engineering Technician	4	--
Civil Engineering Technician	3	3
Mechanical Engineering Technician	9	4
Electronics Technician (Communications)	2	6
Electronics Technician (Computer)	8	6
Electronics Technician (Industrial)	10	5
Electrical Power Technician	7	5
Engineering Laboratory Technician (General)	2	--
Architectural Draftsmen	1	3
Drafting and Design Technician	6	4
Industrial Supervisor (Foreman)	15	3
Service Representative	4	8
Instrumentation Technician	2	2
Air Conditioning/Heating/Refrigeration Tech.	5	9
Industrial Related		
Printing Technician	13	1
Operating Engineer	7	4
Sanitation Technician	2	1
Heavy Equipment Operator	15	10
A & P Mechanic	3	1
Air Traffic Controller	--	--
Aircraft Electronics Technician	--	--
Automotive Technician	4	16
Service Related		
Cafeteria Manager	--	7
Food Preparation Specialists	--	33
Community Recreation Aide	--	4
Teacher Aide	--	1
Educational Audiovisual Technician	--	--
Social Worker Aide	--	3

Law Enforcement Officer	--	--
Firemen	1	1
Legal Aide	1	1

Other types of anticipated manpower needed were listed by manufacturing firm respondents as follows:

Tree Faller
Lumber Grader (2)
Logging Machinery Operator
Welders (3)
Millwrights (2)
Millworker
Pre-Press Technicians
Dark Room Technician
Drapery Makers
Reporter
Camera Person
Mechanical Design
Hydroelectrical Power
People who can think, reason, and follow directions.
Computer Typesetting
Computer Operators
Art/Layout and Paste-Up
Metalurgy Equipment Repair
Sewing Machine Operators
Machinists
Injection Molders
Typeographers
Bindery Technician
Foundry Molders
Truck Drivers
Basic Training in Geometry
Electrical/Industrial
Underground Miner
Mechanical (2)
Electrical

Other types of anticipated manpower demand cited by business firm representatives were as listed below.

Customer Service Rep. Trainee
Supervisers
Checkers
Bartender/Waitress
Real Estate Salespersons (2)
All Hotel Jobs
Sales Clerks (2)
Clerks (4)
Bookkeeper (2)
Retail Clerking and Retail Mgmt.
Retail Sales Person (2)
Real Estate Appraiser
Receptionist (3)
Transcription
Tellers
Security
Safety
Boat Captain
Service
Range Manager
Forester
Ecologist/Hydrologist
Golf Course Expertise
Photographer
Computer-Bookkeeper
Public Relations
Motel Sales Manager
Computer Expertise
Equipment Parts/Sales Manager
Car and Truck Mechanics
Heavy Equipment/Ind. Mechanics
Automotive Machinist
Auto Parts Clerk
Welder
Refrigeration Repair
Truck Driver
Apprentice Plumber
Journey Plumber
Veterinary Technicians
Pharmacist (2)
Certified Nursing Assistant
Dental Hygienist
L P M
Boat Makers
Shoe Repairperson
Lawyers
Paralegal
Motivation

Shortage in Supply of New Employees

Employers were asked to write in the types of new employees with different levels of post-high school education for which the local availability is scarce and for which future demand is expected to increase. Categories of educational level were (1) one or two years of college/technical institute/trade or vocational school, (2) three or four years of college/university, (3) four-year college/university graduate, (4) four years of college/university without professional degree or certification, and (5) four years of college/university plus professional or higher degree or certification. The attempt was to identify types of occupations at all levels of post-high school education required for entry for which available qualified employees were scarce and for which demand would be expected to increase. Findings were reported below.

One or Two Years College/Technical Institute/Trade or Vocational School

Manufacturers

Engineers (2)
Foresters
Geologist (2)
Printing Press Operators
Quality Control/Bindery
Pressmen Journeymen
Camera Technician Journeyman
Typographer
Pre-Press
Printers
Typesetters (2)
Printing Technician
Graphic Artist
Large Press Operators
Printing Sales
Data Processing
Secretaries (2)
Shippers/Cameras
Lab. Technician
Drapery Makers
Function and Design
Computer Programmers
Salespersons
Sales/Estimaters
Electrical Power Technicians
Electricians
Electronics Technician (4)
Maintenance Electricians
Shipping/Receiving
Industrial Electricians
Mechanics (4)
Diesel Mechanics
Machinists
Skilled Foundry Workers
Toolmakers
Metalurgy Welding
Plastic Technicians
Millwright Positions
Injection Molders
Mechanical Engineer
Maintenance Mechanics
Heavy Equipment Operator
HVAC
Drafting
Business Administration
Plant Foremen (2)

Business

Para-Legal Assistant (3)
Tellers (3)
Clerks (3)
Secretaries (6)
Proof Operator
New Account Representative
Bookkeeper (2)
Checkers
Legal Secretary
Sales/Marketing (2)
Accounting Clerks (3)
Night Auditors
Retail Sales
Business Manager
Data Programmer
Customer Service Sales Rep.
Data Processing Technician (3)
Outside Salespersons (2)
Lending Officer
Assistant Managers (2)
In-Store Customer Service
Department Manager
Public Contact Personnel
Insurance Customer Service Rep.
Real Estate--Realtor
Licensed Insurance Agent
Insurance Clerk
Floral Designer
Resource Technician
Resource Lead Worker
Show and Boat Construction Workers
Radio Announcer/Tech.
Continuing Education
Food Service Workers
Waitresses (2)
Auto Body Repair (2)
Auto Mechanics (6)
Auto Electronics
Parts Department (2)
Mechanical Technicians (3)
Electronics Technicians
Apprentice Linemen
Millwrights
Service Writer
Industrial Supervisors
Preventive Maintenance
Industrial Engineer
Production Manager
Diesel Technician
Light Automotive Service Technician (2)
Drafter-Designers
Computer Operated Equip. Tech.
Assembly Set Tech.
Press Operator
Truck Drivers
Registered Nurse (4)
Licensed Practical Nurse (4)
Medical Technician
Respiratory Therapists
CNA
Physical Therapists
Radiologic Technicians (2)
Certified Nurse Assistant
Baker/Deli Manager
Chefs (5)
Meat Manager
Restaurant Managers
Food Preparation

Three or Four Years of College/University

Manufacturing

Marketing Sales (2)
Management Skills
Project Construction Manager
Project Construction Estimator
Design Grades-Media
Organic Chemical Technician
Mechanical Engineer
Industrial Lab Technician
Plastic Engineer
Chemical Engineer

Business

Legal Assistants
Store Manager (2)
Assistant Manager
Insurance Sales Persons
Department Manager (4)
Management (3)

Marketing (2)
Restaurant Managers
Accounting Supervisors
Accounting (2)
Sales
Real Estate Salesperson
Secretaries/Clerks

Surveyors
Radiation Technician
Ultra-Sound Technician
Electronics Technician
Licensed Practical Nurse
Registered Nurses (2)
Chef

Four-Year College/University Graduate

Business

Legal Assistants
Operations Manager
General Manager
Assistant Manager
Management (2)
Lending Officer
Management Trainee
Bank Officer
Branch and Administrative Mgr.
Resource Mgr.--Fire
Resource Mgr.--Timber
Resource Mgr.--Range
Electrical Engineer

Administrators (2)
Loan Officer (4)
Insurance Agent/Broker
Hotel/Motel Manager
Officer Staff Personnel
Agri-Business Consultant (2)
Department Level Manager
Dental Hygienist
Registered Nurse
Entry-Level Appraiser

Manufacturing

Food Industry Technician
Food Industry Sales Persons
Sales
Accountants (2)
Mechanical Engineer (2)
Chemical Engineer
Civil Engineer
Editorial Work

Project Management Persons
Millwrights
Electricians
Mining Engineer
Geologist
Mill Manager

Four Years of College/University Without Professional Degree or Certification

Manufacturing

Computer Programmer
Marketing
Sales Persons
Editorial Workers

Advertising Layout and Copywriter
Design Engineer
Mild-Management

Business

Mining Engineer
Metallurgical Engineer
Food and Beverage Director

Motel Manager
Financial Officer
Executives

Four Years of College/University Plus Professional or Higher Degree or Certification

Manufacturing

Engineers and Accountants Geared to Road Construction
Geologist
Accountants (2)
Chemical Process Engineer
Accounting Business Mgr.
Mining Engineer
Metallurgical Engineer
Chemical Engineer
Sales Persons
Editorial Workers
Programming

Business

Lawyers (2)
Lending Officer/Mgmt. Trainee
Metallurgical Engineers
Hazardous Waste Scientist
Managers (2)
Journeymen Appraisers
Mining Engineer
Pharmacists (4)
Electrical Engineers
Civil Engineer
Teachers

Interest in Discussing Job Related Program Development

One-fourth of all employers indicated they would be interested in discussing with North Idaho College officials the need or advisability of developing programs of job preparation, upgrading, or retraining; 44% would perhaps be interested. Four percent did not respond, and 27% would definitely not be interested in such discussions. Of the manufacturing respondents 29% would be interested in such discussions, and 38% might be as would 24% and 46%, respectively, of the business respondents. Definite interest in discussions would include 54% of the large manufacturing firm representatives and 58% of the representatives of large (over 100 employees) business firms. This would also include 21% of the manufacturing firms employing 100 or fewer employees and 23% of the business firms of like size.

Summary

Responses from 307 business and industrial firms are summarized in this section.

Characteristics of the Employers Responding

1. Slightly less than two-thirds of all firms responding (64%) had under 25 employees. Nearly one-third (31%) were engaged in manufacturing and the rest were business enterprises. Primary activities of nearly one-half (46%) of the manufacturing firms were lumber and wood products except furniture (21%), primary metal industries (10%), and printing/publishing (15%). Primary activities of most businesses (47%) were services with auto and truck repair services foremost (25%) and food and bakery services (20%) next in order of frequency. Health and hospitality services were next most frequently represented services in the responses. In addition to services, other types of business heavily represented were retail other than food and drink, finance/insurance/real estate, and eating and drinking retail.

Types of Organized Educational Programs Provided By Employers

2. On-the-job training was reported for employees by 89% of the firms responding, and two-thirds (65%) provided initial employment orientation. Four of every 10 provided specially organized training designed to improve employee understanding and/or performance, and 3 of every 10 had training sessions aimed at attitude development and good working relationships. Eleven percent had pre-employment training programs. Only 5% had none of these types of employee training.

3. In-house types of organized employee training programs were found more frequently in larger size businesses and industrial enterprises than in the smaller ones. A larger percentage of small manufacturing than business firms had no form of employee training. Larger percentages of manufacturing than business firms had pre-employment training for employees, and larger percentages of business than manufacturing firms provided organized on-the-job training programs for employees.

Recognition Given By Employers to Education Beyond High School

4. Two years of post-high school training was recognized by 26% of all employers for job advancement purposes, for initial hiring advantage 63%, for higher pay 22%, and for other purposes 5%. Such training was not recognized as such for any purpose by 21% of all firms responding.

5. Three-fourths of the respondents from manufacturing firms and 82% from business firms indicated there were employment opportunities in their organizations for people with one or two years of technical or semi-professional training beyond high school.

6. Three-fourths of the firms encouraged employees to find job upgrading experiences, particularly in Kootenai and Shoshone Counties where 82% of the responding firms reported this practice. All manufacturing firms employing over 100 employees reported this practice.

Obstacles to Employee Education Training

7. Obstacles thought to prevent employees from getting education they need and cited most by employers were (1) cost (43%), (2) home responsibilities (40%), (3) lack of time (39%), (4) lack of information about existing programs (31%), and (5) distance (31%). Other reasons were job responsibilities (23%), amount of time required to complete a program (23%), and employee indifference (23%). Distance was cited most by employers in Benewah, Boundary, and Bonner Counties.

8. The largest percentages of both business and manufacturing firms employing over 100 employees indicated lack of information about existing programs was an obstacle which kept employees from getting further education and training which they need from outside the firm.

Need for Education/Training for Employees

9. Employers identified a wide variety of employee types requiring post-high school education and training at all levels from one or two years of college/technical institute/trade or vocational school to four-year college graduation plus professional certification (licensure). These listings cluster around middle manpower technical and business occupations at the lower levels to management and professional occupations at the higher levels.

10. While only 14% of all respondents indicated none of their employees needed further training and/or education to improve their productivity, one-half indicated employees needing more education were high school graduates. Nearly one-third of the employers indicated persons whose productivity could be improved with additional training were persons with one or two years of college or technical institute training, and 19% indicated graduates of private trade or technical schools could benefit also from more education. One-fifth of the employers indicated the persons whose productivity could be improved with more education were those who possessed already a four-year or a masters degree.

11. Three of every 10 manufacturing firms and 28% of the businesses found it necessary to recruit employees from outside the Panhandle area. This was the case most often in the larger firms.

12. Approximately one-third of all employers rated as poor the extent to which existing educational facilities in the area meet the off-the-job training needs of employees, and 52% rated this provision as only fair.

Anticipated Manpower Demand

13. The fields of greatest employee demand for the future identified by employers were business and technically related. Chief among the specific occupations for which demand was anticipated were salesmanship and marketing, secretarial/clerical, accounting, computer science, electronics technician (industrial and computer), industrial supervision,

mechanical engineering technician, drafting and design technician, air conditioning/heating/refrigeration technician, printing technician, heavy equipment operators, food preparation specialists, and automotive technicians. Demand was also found in the health care related fields with expected demand for associate degree nurses predominant. Need for commercial artists was also expressed.

Interest and Willingness of Employers to Support Education

14. Besides direct monetary support for new education/training programs or services which 9% of the employers would consider, the type of support most (75%) would consider would be moral support and encouragement for employees to participate in job-related types of training. Other types of support were tuition and/or fee reimbursement (46%), released time (27%), and in-kind support such as staff, lab equipment, and space (13%).

15. Of all employers responding, one-fourth would definitely be interested in discussing with North Idaho College officials the need or advisability of program development for job preparation, job upgrading, or retraining, and another 44% might be interested in doing so.

CHAPTER II-V

OPINIONS OF COLLEGE FACULTY

Introduction

Information was sought from all full and part-time faculty at North Idaho College on the instructional methods used, methods they would like to use more, and methods which would require physical improvements before they could be used more. Instructional methods used in classrooms have a direct relationship to the amount, kind and configuration of space needed. Faculty were also asked their opinions about the adequacy of classroom/ laboratory instructional space, the availability of instructional materials/aids/ supplies, adequacy of equipment, and improvements needed in instructional space. A two-page questionnaire containing 8 questions was distributed by the Dean of Academic Affairs through campus mail to all teaching faculty. The distribution was to 60 full-time regular day academic subject faculty, 50 part-time day and night faculty, and 50 vocational-technical faculty, or 140 total. After one follow-up letter urging cooperation with the study, responses were received from 44 full-time faculty and 35 part-time faculty, a total of 79. This was a response of 56%, the lowest response rate from any of the groups from which information was sought in this study.

Characteristics of the Respondents

It is important to know the characteristics of faculty who did respond to the study as a basis for interpreting the significance of findings, since it is highly likely the portion of faculty cooperating is different than those who did not cooperate. Shown in Table V-1 are the percentages of cooperating faculty by total years of service anywhere in a community college and number of years at North Idaho College. One can see, for example, that of the part-time faculty 28.6% had just three years experience teaching in a community college anywhere and 31.4% had up to three years teaching part-time at just NIC, but 40% had been at NIC over 10 years, while 42.8% had taught anywhere in a community college. Likewise, it can be seen that 88.6% of the full-time faculty responding had taught anywhere in a community college 4 or more years, while 77.3% had been at NIC that long; 11.3% had experience teaching elsewhere in a community college. Of all cooperating faculty with over 10 years experience in a community college anywhere (48.1%), 41.8% had been at NIC that long. Of all cooperating faculty 32.9% had 4-10 years community college experience anywhere and 31.6% had been at NIC 4-10 years. About 26.6% of the cooperating faculty had been at NIC 3 or fewer years, while only 19.9% had experience limited to just 3 years in a community college anywhere.

TABLE V-1

PERCENTAGES BY YEARS OF COMMUNITY COLLEGE SERVICE

	Part-Time		Full-Time		Totals	
Number of Years	Anywhere in CC	NIC	Anywhere in CC	NIC	Anywhere in CC	NIC
0 - 3	28.6	31.4	11.4	22.7	19.0	26.6
4 - 10	28.6	28.6	36.4	34.1	32.9	31.6
Over 10	42.8	40.0	52.2	43.2	48.1	41.8

Instructional areas in which responding faculty taught most were as follows:

Field	Part-Time	Full-Time	Totals
Agriculture	0	0	0
Business and Commerce	5	6	11
Biological Sciences	3	2	5
Communications	1	4	5
Computer Sciences	0	2	2
Dance	1	0	1
Education	1	0	1
English	2	3	5
English Comp.	2	3	5
Engineering	0	0	0
Fine and Applied Arts	3	2	5
Foreign Languages	1	1	2
Health Sciences (Nursing)	0	4	4
Home Economics	0	0	0
Humanities	3	4	7
Mathematics	6	1	7
Physical Education	2	2	4
Physical Sciences	2	1	3
Social Sciences	4	1	5
Trade, Industrial/Technical	0	8	8
Law Enforcement	1	0	1
Vocational	0	1	1
No Field Given	0	1	1
TOTALS	35	44	79

Faculty Opinion on Adequacy of Selected Provisions for Instruction

Faculty members were asked how adequate they believed were the instructional materials/aids/supplies, equipment, and classroom/laboratory space available for use. Responses by percent are shown in Table V-2 for full and part-time teaching faculty. An examination of the information reveals that, in general, full-time faculty rated all selected provisions for instruction higher than did part-time faculty. The adequacy of instructional materials, aids, and supplies was rated higher by all faculty than either equipment or instructional space. Instructional classroom/laboratory space was rated fair or poor by over one-half (57%) of all faculty cooperating in the study, but the majority of faculty rated the availability of instructional materials, aids and supplies (71%), and instructional equipment (91%) as good or excellent.

TABLE V-2

PERCENTAGES OF FACULTY BY RATING OF ADEQUACY FOR INSTRUCTIONAL PROVISIONS

Selected Provisions and Type of Faculty	Ratings of Adequacy				Not Applicable
	Poor	Fair	Good	Excellent	
Instructional Aids/Materials/Supplies					
Part-Time Faculty	6	23	57	11	3
Full-Time Faculty	--	27	39	34	-
Total	3	25	47	24	1
Instructional Equipment					
Part-Time Faculty	6	37	40	14	3
Full-Time Faculty	2	30	36	30	2
Total	3	33	38	23	3
Classroom/Laboratory Instructional Space					
Part-Time Faculty	20	46	20	14	-
Full-Time Faculty	23	27	27	23	-
Total	22	35	24	19	-

TABLE V-3

PERCENTAGES OF FACULTY BY YEARS AT NIC ON RATINGS OF ADEQUACY

Years at NIC	Poor	Fair	Good	Excellent	Does Not Apply
		Instructional Aids/Materials/Supplies			
0 - 3	5	19	57	14	5
4 - 10	--	28	40	32	--
Over 10	3	27	45	24	--
		Instructional Equipment			
0 - 3	5	33	38	14	10
4 - 10	4	28	36	32	--
Over 10	3	36	39	21	--
		Classroom/Lab Instructional Space			
0 - 3	9	24	38	29	--
4 - 10	32	36	20	12	--
Over 10	21	42	18	18	--

One might wonder if faculty (part and full time) differed in their evaluations of adequacy according to the number of years they had been at North Idaho College. Percentages of response by length of time presented in Table V-3 show that about the same percentages (69 to 72) rated as good or excellent the adequacy of instructional aids/materials/supplies regardless of time worked at NIC. A larger percentage of faculty at NIC for 4-10 years (68%) evaluated the adequacy of instructional equipment good or excellent than did those there for fewer years (52%) and those there for more years (60%). Nearly one-third (32%) of the faculty who had been at NIC for 4-10 years evaluated instructional space good or excellent as did 36% who had been at NIC over 10 years and two-thirds who had been there 3 years or less.

Faculty Suggestions for Improvements Needed

Teaching faculty who had not evaluated as excellent the adequacy of classroom/laboratory space were asked what improvements were needed. From a list of 14 possible types of improvement faculty were asked to indicate all applicable improvements and to write in any type of improvements needed which were not among those on the list. Improvements suggested are shown in Table V-4 by percentage of responses. The five improvements suggested by the largest percentages of part-time faculty were (1) ventilation and heating controls, (2) more instructor office space, (3) configuration of classroom/laboratory space, (4) acoustical treatment of space, and (5) more instructional equipment space and more student learning stations. Largest percentages of full-time faculty suggested improvements in (1) ventilation and heating controls, (2) more instructor office space, (3) more student learning stations, (4) room for student activity, and (5) configuration of classroom/laboratory space. Improvements suggested by all faculty cooperating in the study by descending order of suggestion were (1) ventilation and heating controls (73%), (2) more instructor office space (53%), (3) configuration of classroom and laboratory instructional space (44%), (4) more student learning stations (39%), and (5) more instructional equipment space (36%).

TABLE V-4

PERCENTAGES OF FACULTY BY SUGGESTED INSTRUCTIONAL SPACE IMPROVEMENTS

Improvements Suggested	Part-Time Faculty	Full-Time Faculty	All Faculty
More Instructor Storage Space	33	35	34
Room for Student Activity	23	38	31
Demonstration Preparation Space	20	21	20
More Student Learning Stations	37	41	39
Space for Classroom Library Materials	33	32	33
More Student Work Display Space	3	6	5
More Instructor Office Space	57	50	53
Acoustical Treatment of Space	43	15	28
More Instructional Equipment Space	37	35	36
Configuration of Class/Lab Space	50	38	44
Ventilation and Heating Controls	73	74	73
Window Space	27	3	14
Lighting	10	15	13
Location of Noise Making Activities	30	15	22
Other	43	38	41

Other suggestions for improvement made by 26 respondents were as listed below. Some made more than one suggestion.

1. Part-Time Faculty

Air Conditioning
Computer availability for teaching accounting.
Computer writing lab as a classroom.
Computers for writing students.
Suitability for A-V instruction--storage for A-V equipment.

Better in-classroom facilities for use of audio-visual materials.
Need carpet and drapes in room.
Access to office without having to pass through an occupied classroom.
More bulletin board display space.
More chalkboards in rooms (2).
More classrooms (2).
Need adult size desks.
More individual or small group study space.
Room for tutoring and lab type classes.
Appropriate classroom and office space.

2. Full-Time Faculty

Air Conditioning (2).
More tables and chairs and fewer desks (English).
Larger classroom space to accommodate students (Bus.).
Need blackout for use of A-V (PE).
Paint; blackout curtains and venetian blinds that work (English).
Larger weight room; running track; better locker rooms; swimming pool; handball courts (PE).
Need bookshelves and bulletin boards (Nursing).
Eliminate odors from lower level classes (health sciences).
Need office computer (Math).
Location and size of lab spaces (Trade, Ind. and Tech.).
Need overhead projector in each room.
Need more adequate blinds or shades--the garbage bag room darkeners are pretty pathetic.
Need adequate blackout to cover windows or blinds.

Instructional Methods and Space Implications

Teaching faculty were asked to indicate from a listing of 40 teaching activities those that they use, those that they would like to use more, and those which require physical improvements in classrooms/laboratories for greater use. These activities are shown in Table V-5 by types in which the action is primarily teacher centered, primarily student centered, and primarily third party, neutral, or other directed. Data are reported by percentages for part-time and full-time instructors. As one would normally suspect, the predominant instructor centered methods used by high percentages of part and full-time faculty were lecture, question and answer sessions, and chalkboard presentations. Predominant student centered teaching activities

TABLE V-5

PERCENTAGE OF FACULTY BY METHOD USED, DESIRE TO USE MORE, AND REQUIRING IMPROVEMENTS FOR USE

	Part-Time			Full-Time		
Methods/Activities	Used	Like More Use	Need Imp.	Used	Like More Use	Need Imp.
Instructor Centered Activities						
Lecture	86	0	6	91	2	5
Instructor Questions; Student Answers	80	6	3	84	20	5
Chalkboard Presentations	74	3	3	77	11	5
Instructor Group Demonstrations	31	6	6	34	11	2
Individual Tutoring/ Demonstration	17	6	0	34	9	5
Instructor Oral Readings	20	3	0	20	0	0
Student Centered Activities						
Small Group (15 or Less) Discussion	57	11	11	55	41	16
Large Group (Over 15) Discussion	34	6	0	50	16	4
Role Playing/Socio-Drama/ Simulations	23	11	6	23	16	4
Computer Assisted Instruc.	23	43	37	20	45	32
Written Term Study Projects	23	6	8	34	7	2
Homework Assignments	63	3	0	64	7	0
Case Method	6	6	0	34	18	2
Assigned Laboratory Experiments	14	6	3	32	11	9
Field Trips	20	20	8	39	30	2
Student Notebook Development	43	11	0	25	9	7
Library Reading Assignments	34	23	17	34	16	16
Short-Term (3 Weeks or Less) Written Assignments	26	8	3	48	9	2
Student Oral Reports on Assigned Topics	31	14	3	20	11	0
In-Class Drill Exercises	37	6	0	39	9	4
Use of Buzz Groups (4 to 8 Per Group)	11	3	3	34	7	2
Student Peer Tutoring	37	17	8	39	23	7
Student Work Projects	17	3	6	48	18	9
Chalkboard Student Exer.	23	6	0	14	9	2
Use of Written Study Guides	40	8	0	55	11	4
Small Group (3 to 8) Study Projects	11	8	3	25	9	2

TABLE V-5 (Continued)

Methods/Activities	Part-Time Used	Part-Time Like More Use	Part-Time Need Imp.	Full-Time Used	Full-Time Like More Use	Full-Time Need Imp.
Student Centered Activities (Continued)						
Student Oral Readings	14	3	0	11	2	0
Textbook Reading Assignments	69	0	0	80	4	0
Student Interviews with Non-College Resource Persons	17	11	3	41	14	4
Debates	14	3	0	7	2	0
Use of Self-Packing Instructional Modules	26	11	3	14	20	4
Written Student Logs	23	0	0	25	7	0
Laboratory Procedure Practice	26	3	3	50	27	16
Student Panels/Symposia	6	8	6	7	14	4
Other Action Activities						
Film/Slide Presentations	40	26	11	61	11	4
Visual Aids Other Than Film and Slides	49	20	20	68	27	14
Listening to Tapes/Records/ Cassettes	29	17	14	39	7	9
Bulletin Board Displays/ Mockups	14	20	14	32	20	9
TV/Video Tape Presentations	40	34	26	61	25	11
Guest Lecturers/Resource Persons	37	20	0	45	32	7

used by part-time teachers were textbook reading assignments, small group discussions, student notebook development, and use of written study guides. Types of student centered activities largest percentages of part-time instructors would like to use more were computer-assisted instruction, library reading assignments, field trips, student peer tutoring and student oral reports on assigned topics. Instructional facilities needing improvement for greater use of teaching methods by part-time instructors would facilitate more use of computer-assisted instruction, library reading assignments, and small group discussion. Methods full-time faculty would like to use more included computer-assisted instruction, small group discussions, field trips, laboratory procedure practice, student peer tutoring, use of self-pacing learning modules, case method, and student work projects. Methods which require physical improvements for greater use as cited by the largest percentages of full-time faculty were computer-assisted instruction, small group discussions, laboratory procedure practice, library reading assignments, assigned laboratory experiments, and student work projects.

Both part and full-time faculty indicated a desire to make more use of resource persons as well as several forms of audio-visual types of instruction. Greatest need for physical improvements related to greater use of visual aids other than film and slides and for TV/video tape presentations.

Summary

Presented here is a summary of information provided by 56% of the 140 part and full-time faculty who cooperated with the study effort.

Characteristics of the Responding Faculty

1. Most cooperating faculty members had all their community college teaching experience at North Idaho College. Of those employed full-time for 4 or more years, all but 11% had taught at the community college level only at NIC as had all but 3% of those employed part time.

2. Of all cooperating faculty, approximately 26% had been at NIC three years or less; 32% had been there 4-10 years; and, 42% had been there over ten years.

Adequacy of Instructional Support

3. In general, full-time faculty rated higher than did part-time faculty the provisions for instructional materials/aids/supplies, equipment, and classroom/laboratory space. Adequacy of instructional materials, aids, and supplies was rated higher by all faculty than either equipment or instructional space.

4. Over one-half (57%) of the cooperating faculty rated as fair or poor the available instructional classroom/laboratory space, but 71% rated as good or excellent the availability of instructional materials, aids, and supplies. Instructional equipment was rated as good or excellent by 61%.

5. Improvements suggested for the improvement of instructional space by the largest percentages of all faculty were (1) ventilation and heating controls, (2) more instructor office space, (3) configuration of class or lab space, (4) more student learning stations, and (5) more instructional equipment space.

6. Approximately one-third of the respondents offered specific suggestions, and a number of those referred to the need for more adequate means of darkening spaces for use of audio-visual equipment, provisions for additional computer usage, environmental control, display arrangements, and specialized space configurations.

Instructional Methods and Space Requirements

7. Predominant instructor centered teaching methods used most were lecture, question and answer sessions, and chalkboard presentations. Predominant student centered activities were textbook reading assignments, small group discussions, student notebook development and use of written study guides.

8. Methods which instructors would like to use more but which require physical improvements were computer-assisted instruction, small group discussions, laboratory procedure practice, library reading assignments, assigned laboratory experiments, student work projects, and oral reports on assigned topics.

9. In general, the cooperating faculty desired to make more use of resource persons and several forms of audio-visual types of instruction, but the latter requires that physical improvements be made to permit greater use.

CHAPTER II-VI

COLLEGE FINANCE AND STUDENTS AND INVENTORY OF HIGH SCHOOL VOCATIONAL OFFERINGS

This chapter contains information on college sources of revenue and expenditures by function, documentary records about college students, and an inventory of vocational-oriented educational programs in the high schools of the Panhandle area.

College Finance

An effort was made to depict trends in income by source and expenditures by function. Record systems change over time making it difficult to garner comparable data. Both operating income revenue sources and expenditures have been gathered for the years 1972,, 1977, 1982, and 1987 and are shown in Table VI-1.

Income

Excluded from operating income were monies derived from auxiliary sales and services, such as dormitory rentals, independent operations, and both restricted and non-restricted government grants and contracts or private gifts or grants. Gifts, grants, and special contracts are highly variable from one year to the next and are for special purposes over and beyond the regular sources of income. Major sources of income are student tuition and fees, state government appropriations (including federal through flow money), local tax levies, sales and services of educational departments, and miscellaneous other sources.

TABLE VI-1

PERCENTAGE OF OPERATING REVENUE BY SOURCE AND EXPENDITURES BY FUNCTION

	Fiscal Years			
Source or Function	1972	1977	1982	1987
	Income			
Student Tuition and Fees	29.7	17.6	18.2	21.0
State Government	37.6	58.1	47.7	44.0
Local Government	28.2	17.9	23.5	30.3
Educ. Dept. Sales/Services	2.9	1.9	2.8	1.6
Other Sources	1.6	4.5	7.7	3.1
Totals (Millions)	1.2	3.9	6.8	10.0
Total Grants/Contracts (Millions)	0.4	1.6	0.7	1.6
Total Gifts (Thousands)	33.5	73.7	79.0	91.5
Total Income (Millions)	1.9	5.9	8.6	13.3
	Expenditures			
Instruction	51.8	50.9	51.2	45.8
Public Service	----	----	0.9	1.3
Academic Support (Incl. Library)	5.9	1.5	2.5	3.7
Student Services	21.1*	12.3	11.4	10.9
Institutional Support		8.9	10.7	9.6
Operation and Maintenance	18.6	9.2	13.2	11.8
Scholarships	2.5	17.2	10.0	16.8
Totals (Millions)	1.7	3.6	7.0	11.5
Total Educational and General Expenditures (Millions)	1.7	5.0	7.1	11.6
Total Budget Expenditures, Including Auxiliary Enterprises (Millions)	1.9	5.8	8.2	13.2

* Includes both Institutional Support and Student Services.

Examining the percentage sources of operating income, it is apparent that some change in level of state support occurred between 1972 and 1977. As costs have risen in the last decade, so have percentages of monies from student tuition and fees and from local tax revenues. It is usually the designed policy of public community colleges to keep the student tuition and fees at a level where the cost does not prohibit residents from continuing their education. The current level of 21% certainly is quite reasonable and lower than the 25%-30% proportion paid by students in many other states with a tri-part financing system. Operating income has risen each five-year period since 1972 by 216%, 174%, and 147%. Including gifts, grants, and contracts, income increased 307%, 145%, and 154%.

Expenditures

Percentages of operating expenditures were based on the exclusion of expenditures for auxiliary enterprises and both mandatory and non-mandatory transfers to the building fund or other required purpose. With the exception of operation and maintenance, which can be expected to be higher as buildings get older, proportional expenditures are in line with typical community college expenditure levels. It appears the percentage expenditures for scholarships depressed the expenditure level in 1987 for instruction slightly from a typical level of 50% or more. Each five-year period since 1972 the operating expenditures for educational and general purposes excluding transfer and auxiliary enterprises increased by 214%, 192%, and 165%. Total educational and general expenditures, including transfers, increased, 297%, 142%, and 163%. Including transfers and auxiliary enterprises the operating budget expenditures increased 297%, 142%, and 160%.

The percentage expenditure for student services, which is in line with what it should be for a good program, coupled with the percentage expenditure for scholarships and the reasonable level of student tuition relative to costs reflects a college with a focus on students. That is the proper focus for a community college.

Student Input, Throughput, and Output

There are several types of information a community college could be able to generate from its record system that would assist in analyzing its performance. In some regions accrediting agencies encourage institutions to know what the rates of persistence or attrition are, what the trends of enrollments are by program, what percentages of students who enter complete programs (degree or certificate) within prescribed time periods, and what differences there may be between students who complete programs and those who enter by geographical origin (high school or county of high school graduation within the service area or county or town of residence at enrollment). Such information not only reveals the extent to which a college is attracting students from throughout its service area on a broad basis or from various pockets of population and whether students completing programs are as representative of the service area as those who enter. Such information has value for not only public information dissemination purposes but also for possible program development. With the tendency of community college students to enroll, stop out, re-enroll, and stop out, it is difficult to keep tabs, but automated record systems should have in them the data elements which would permit cross-sectional analysis of student characteristics and possibly longitudinal studies of performance and progress. In this study data were not available on the geographical origin of Fall 1985 entering students and the geographical origin of those who completed certificate programs in 1986 or 1987 or who completed degrees in Spring 1987. Information was not available either on the numbers of part-time and full-time credit enrolled students by degree program for each of three 3-year periods beginning in 1980 in order to identify if there were trends in the make-up of the students. Neither was information available on the numbers of graduating degree part and full-time students completing in Spring 1983 or 1985.

Data were available by residence and age for all students enrolled Fall 1985. Of the total enrollment, 88% were from Idaho and 12% were from out-of-state (10.7%) or from another country (1.3%). By program, 89.6% were in academic programs, and 10.4% were in vocational programs.

Of the students from Idaho, 94.5% were from the five-county study area with 69.9% from Kootenai County and the following percentages from the other four counties: Bonner--10.3%, Shoshone--9.8%, Benewah--2.9%, and Boundary--1.6%. Foreign students were from twelve countries with 50% of them from Canada and Ireland. Out-of-state students were from 23 states with 71% of them being from Washington or Montana; another 12.6% were from either Alaska or California.

Shown in Table VI-2 is information on the age composition by geographical origin. One can see that over one-half the students from Bonner and Kootenai Counties were over age 25. Most students from elsewhere in Idaho, from out-of-state, and from other countries were age 21 or less. Most students from Benewah, Boundary and Shoshone Counties were age 25 or under. The average age was over 27 years.

A comparison of the composition of graduates revealed that in 1983 and 1985 the percentage of associate degree nurses constituted 19% of those graduating but in 1987 the percentage was 5%. There was an increase in vocational students from 19% in 1983 to 25% in 1985 and 51% in 1987, and a decrease from 59% of college transfer graduates in 1983 to 31% in 1987. Paraprofessionals other than nursing decreased from 12% to 5% between 1983 and 1985 but rose to 13% in 1987.

TABLE VI-2

PERCENTAGE OF STUDENTS BY AGE AND GEOGRAPHICAL ORIGIN

Geographical Origin	Under 21	22-25	26-40	Over 40
Benewah	51	4	36	9
Bonner	33	6	43	17
Boundary	48	21	27	3
Kootenai	36	13	39	12
Shoshone	44	13	32	10
Other Idaho	80	4	13	3
Out-of-State	72	13	12	3
Out-of-Country	61	21	18	--
Total	44	12	34	10

Inventory of High School Vocational Offerings

In order for the community college and high school level educational programs to dovetail one following the other with successive progression in some instances and in other instances to provide an adequate scope of coverage to achieve different goals, it is important to know the type and nature of vocational education offered at the high school level. The scope and type of offerings at both levels are important considerations in not only providing to residents appropriate opportunities for training related to individual interests, talents, and desires but also to serving best the manpower needs and demands of the regional economy.

Throughout the nation community colleges have made renewed efforts within the recent three-year period to develop more effective linkages and 2 plus 2 Tech-Prep associate degree programs in conjunction with high schools in their service areas. Impetus and encouragement for this movement has come from the American Association of Community, Junior, and Technical Colleges, and guidelines have been set forth by Dale Parnell in his book, The Neglected Majority. The first step is for faculty of occupationally-oriented community college programs (certificate and degree) and administrators to know what is being done along these lines at the high school level.

The first of several requests for this information was by written letter dated October 27, 1987. Each school was asked to indicate how many classes (sections) were offered of each course and the duration of the course (one term or a full year) in the following seven fields:

Data (Word) Processing
Home Economics
Art (Including Photography)
Technical
Agriculture
Industrial Arts
Business

Specific directions and examples were given to school superintendents for providing the information on a uniform basis. Results are presented below for the six districts that supplied the information. If there was one class of Accounting I that ran two terms, the course would be listed as Accounting I (1), but if two sections of that course were offered the entry would be Accounting I (2). If one class section of the course was offered for only one term, the entry would be Accounting I (1)1/2. The number in parenthesis indicates the number of sections offered. If no number follows the parenthesis, it is offered for the full year, but if a course was offered for one semester that was denoted by 1/2 following the parenthesis. Courses offered on alternate years are marked A.

Business	CDA	Worley	Lakeland	Kootenai	Post F.	B. Ferry
Accounting I	(2)	(1)	(2)	(1)	(1)	
Accounting II			(1)	(1)	(1)	
Typing I	(2)	(1)	(1)1/2	(2)	(1)	(6)1/2
Typing II	(2)		(2)1/2	(1)1/2	(1)	(1)1/2
Typing III			(1)1/2			
Deca I	(2)					
Deca II	(1)					
Business Law	(2)1/2	(1)1/2A		(1)1/2		
Record Keeping	(2)1/2					(1)1/2
Secretarial Office Pr.			(1)			
Clerical Office Pr.						
Work Experience	(1)					
Distrib. Edn. I						
Distrib. Edn. II						
Business Math	(2)1/2			(1)		
Word Processing		(1)				
Keyboarding		(1)1/2			(1)	
Consumer Economics		(1)1/2				
General Business				(1)1/2		
Office Procedures					(1)	
Business Machines					(1)	
Shorthand I					(1)	
Shorthand II					(1)	
Computer Application (Lab)						(1)1/2
Computer Based (Lab)						(1)
Careers		(2)1/2				
Total Units	6 1/2	5	4 1/2	5 1/2	10	4
Home Economics						
Nutrition	(4)1/2					(1)
Parenting	(2)1/2					
Home Environment	(1)1/2					
Consumer Econ.	(3)1/2					(1)
Adult Living I	(1)	(1)	(2)1/2	(1)	(1)	(2)
Adult Living II			(3)1/2			
Fashion/Fabrics	(2)1/2					
Teen Living		(1)		(1)	(1)	(2)
Adv. Clothing Constr.		(1)				
Family Relations		(1)1/2A				
Child Development		(1)1/2A	(1)1/2			(1)
Mgmt. of Resources		(1)1/2A				
Foods I			(1)1/2	(1)1/2		
Meal Mgmt.			(1)1/2			
Clothing			(1)1/2			
Interior Design			(1)1/2			
Home Econ.				(1)		
Child Care				(1)1/2		(2)
Foods/Child Develop.					(1)	
Great Cook						(2)
F/House						(1)

Data Process/Computer

Word Programming				(1)1/2		
Adv. Programmaing				(1)		
Basic Programming					(1)1/2	
Intro to Pascal					(1)1/2	
Computeres II			(3)1/2			
Computer 1	(6)1/2					
Computer 2	(3)1/2					
Computer 3, 4	(1)1/2					
Total Units	1 1/2	0	1/2	1 1/2	1	0

Ind. Arts/Tech	CDA	Worley	Lakeland	Kootenai	Post F.	B. Ferry
Wood Tech	(6)1/2					
Construction	(2)1/2			(1)		
Comm. Tech	(4)1/2					
Manufacturing	(2)1/2					
Crafts	(4)1/2					
Electronics I	(2)1/2		(2)1/2			
Electronics II	(2)1/2					
Bldg. Trades						(1)
Welding				(1)		(1)
Woodworking IA						(3)1/2
Woodworking IB						(3)1/2
Woodworking I			(2)1/2	(1)		(1)
Woodworking II			(2)1/2	(1)	(1)	
Woodworking III/IV						(1)
Mech IA						(2)1/2
Mech IB						(2)1/2
Mech IIA						(1)1/2
Mech IIB						(1)1/2
Power and Energy		(1/2)1/2				
Industrial Tech		(2)			(1)	
Auto Tech		(1)				
Metals I			(2)			
Adv. Metals			(1)			
Power Mechanics			(2)1/2			
Bldg. Construction			(1)1/2			
Drafting I			(1)1/2	(1)	(1)	
Architectural Drafting			(1)			
Furn. Mfg.			(1)1/2			
Metal Tech II					(1)	
Drafting II					(1)	
Small Engine Repair					(1)1/2	
Pre-Voc Shop					(1)	
Community Work Exp.					(1)	
Total Units	3 1/2	2 1/2	6 1/2	5	7 1/2	7

Agriculture						
Agriculture I						(1)
Agriculture II						(1)
Agriculture III						(2)
Agriculture IV						(1)
Life Science						(1)
Forest & Wildlife	(10)1/2					
Horticulture	(4)1/2					
Total Units	1	0	0	0	0	5

Art	CDA	Worley	Lakeland	Kootenai	Post F.	B. Ferry
Pottery	(2)1/2					(4)1/2
Beg. Painting	(2)1/2					(2)1/2
Adv. Painting	(2)1/2					
Drawing	(2)1/2					
Art in Society	(2)1/2					
Art				(1)		(4)1/2
Print						(2)1/2
Ceramics					(1)	
Design & Illustration					(1)	
Drawing/Painting					(1)	
Art Humanities			(2)			
Art I			(2)			
Art II			(2)			
Art III			(2)1/2			
Photography			Ind.St.			
Total Units	2 1/2	0	4 1/2	1	4	2

A summary of units offered in each field reveals the extent of curricular offerings and an examination of the course titles within a field indicates what was offered. Both types of information are needed for planning purposes in developing an articulated program of high school-community college offerings. For six school districts a summary of units offered by field is shown below.

Units Offered By Field	CDA	Worley	Lakeland	Kootenai	Post F.	B. Ferry
Business	6.5	5.0	4.5	5.5	10.0	4.0
Home Economics	3.5	5.5	3.5	4.0	3.0	8.0
Data Proc./Computer	1.5	0.0	0.5	1.5	1.0	0.0
Ind. Arts/Tech.	3.5	2.5	6.5	5.0	7.5	7.0
Agriculture	1.0	0.0	0.0	0.0	0.0	5.0
Art (incl. Photo.	2.5	0.0	4.5	1.0	4.0	2.0

Additional information on vocational offerings in other schools were obtained in May 1988 by college personnel. They were as follows:

Field Offered	Plummer	Priest R.	Mullan	Wallace	Clark F.	Sandpoint	Kellogg	St. Maries
Home Economics	X	X	X		X	X	X	X
Ind. Arts	X	X			X			X
Bus. Edn.	X	X		X	X	X	X	
Vo-Ag	X							
Carpentry					X	X		
Health Occup.				X				
Hospitality				X				
Child Care			X					
TV Antenna							X	
TV Production			X					
Indust. Mechanics							X	
Office Occup.								X
Typing								X
Machine Shop								X
Metal Tech								X
Hot Metals & Foundary								X
Construction								X
Welding								X
Multi-Occup.								X

Summary

Data are summarized in this section on college income and expenditures and student characteristics and on high school vocational offerings.

College Finance

1. Excluding grants and gifts, college operating income revenues increased from 1.2 million in 1972 to 10.0 million in 1987 as total educational and general expenditures (excluding auxiliary enterprises) increased from 1.7 million to 11.6 million. Income including gifts and grants increased from 1.9 million in 1972 to 13.3 million in 1987 as total budget expenditures for operation, including auxiliary enterprises, increased from 1.9 million in 1972 to 13.2 million in 1987.

2. Largest sources of operating income in 1987 were state government (including through flow federal monies)--44.0%, local government (30.3%), student tuition and fees (21.0%), educational department sales/services (1.6%), and other miscellaneous sources (3.1%).

3. In 1987, percentages of operating expenditure were instruction 45%, operation and maintenance (11.8%), student services (10.9%), institutional support (9.6%), academic support (3.7%), and public service (1.3%). Scholarships constitute 16.8% of the operating expenditures.

4. Since 1977, the percentage of operating revenue from state government has declined (58.1% to 44.0%) as the percentage from local government has increased (17.9% to 30.3%). Student tuition increased from 17.6% in 1977 to 21.0% in 1987.

5. Expenditures for instruction decreased from 50.9% in 1977 to 45.8% in 1987, while the percentage for operation and maintenance increased from 9.2% to 11.8%; public service increased from 0.0% to 1.3%; academic support increased from 1.5% to 3.7%, and institutional support increased from 8.9% to 9.6%.

6. Without gifts, grants and contracts college operating income increased each five years since 1972 by 216%, 174%, and 147%, and excluding mandatory transfer and auxiliary enterprises, expenditures increased 214%, 192%, and 165%. Including all gifts, grants and contracts the operating revenues increased 307%, 145%, and 154%, while expenditures including transfers and auxiliary enterprises increased 297%, 142%, and 160%.

Students

7. Of the 1985 college enrollments, 88% were from Idaho and others were from elsewhere including 1.3% from a dozen other countries with Canada and Ireland predominant. Of the Idaho students, 94.5% were from the Panhandle five-county area with Kootenai County residents predominant.

8. By college program, 89.6% were in academic programs and 10.4% in vocational programs. The average age was 27, but over one-half the Bonner and Kootenai County students were over age 25 in contrast to most from elsewhere who were under age 25.

9. Among graduates for 1983, 1985, and 1987, the percentages of transfer students were, respectively, 59%, 51%, and 31%, while the percentages of vocational students were, respectively, 19%, 25%, and 51%. Paraprofessionals other than nursing were 12%, 5%, and 13%, respectively, while associate degree nurses were 19%, 19%, and 5%, respectively.

High School Vocational Offerings

10. As might be expected, the scope and extent of vocational oriented offerings varied among the schools providing the specific information requested with each of them offering some units in the business, home economics, and industrial arts/technical fields. Information gathered for offerings in other schools revealed only the fields in which something was offered but nothing about the extent and scope of offerings in each.

CHAPTER II-VII

SPACE EVALUATION

Utilization of Instructional Space

Enrollment Class Schedule Data

An examination was made of present space utilization during the Fall 1987 term to determine the extent to which additional students could be accommodated. There are three ways to examine space utilization. First, one can determine the percentage of time weekly a space is in use relative to periods of time it could be assigned. That is, if the time during the day when most classes can normally be scheduled for college classes is 8 a.m. to 4 p.m. each of 5 days a week, then the total time of possible use is 40 hours. The percentage of time during a week when a space is in use gives the weekly room period utilization. The room period utilization measure can be used to find out whether additional classes can be accommodated.

Secondly, since room period utilization reflects only the extent to which rooms are used, it is necessary to describe the extent to which student stations (seats, desks, laboratory work spaces, or other instructional places) contained in a room are used. Thus, a room capable of accommodating 26 students may be used for a class having only 13 students enrolled in it. If the room was in use every available period each day of the week, the room period utilization would be 100 percent, but if during that total time there were only 13 students in the room, the weekly student station utilization of available places would be 50 percent. The measure of student station utilization determines the extent to which additional students could be accommodated within the classes.

Third, in instances where instructional spaces are not used either all periods of the normal school day or not all periods on certain days of the week, a measure of student station utilization when the room is in use can be determined. This measure gives the percentage of total number of student stations used only when the room is in use during the week. It is seldom, if ever, found in a college that the percentage of weekly student station utilization would be identical to the percentage of student station utilization only when rooms are in use. This is because not all classes meet every day. Measures of student station use only when rooms are in use reveal whether additional students could be accommodated within the current course scheduling system. It is necessary to use all three types of measures to get a picture of space use.

Shown separately in Table VII-1 are the space utilization data for classrooms within each building and for laboratory spaces. Typically classrooms are more highly utilized than are laboratory spaces, so the two need to be examined separately, so the true picture will not be distorted.

Observing Table VII-1 one can see the classrooms listed separately by building followed by the weekly room period utilization rate. Utilization rates were based on the assumption of eight periods per day each of five days or 40 hours during the week; the addition of another daily period of classes to 45 weekly hours would further increase capacity, but that for the present would be unrealistic at NIC. Only daytime space use during each of five days has been calculated on the assumption that late afternoon and night use is a re-use of facilities already provided for day use and Monday through Friday.

TABLE VII-1

WEEKLY UTILIZATION OF INSTRUCTIONAL SPACE

Building and Room Number	% Room Period	% Student Station	% St. Station When Used	# Sq. Ft. Assignable	# Sq. Ft. Per Student Station
			Classrooms		
Administration Bldg.					
6	45.0	40.2	89.2	394	24.6
7	57.5	51.8	90.2	410	34.2
8	37.5	31.9	85.0	463	23.2
23	70.0	39.6	60.9	457	15.2
25	55.0	62.1	70.6	573	19.1
26	77.5	47.3	61.0	781	20.0
28	70.0	36.7	52.4	777	18.1
32	70.0	29.7	42.5	700	11.7
36	67.5	45.4	67.2	390	12.2
37	62.5	59.0	94.4	389	19.5
TOTAL	61.3	41.6	62.3	5,334	17.7
Library					
41	77.5	33.5	43.2	851	17.7
44	75.0	50.5	67.4	1,049	20.6
45	65.0	37.4	57.4	889	20.2
46	82.5	55.1	66.8	1,124	20.1
50	90.0	43.4	48.2	1,023	18.3
TOTAL	78.0	44.4	56.5	4,936	19.4
Communication Arts					
104	55.0	29.8	54.2	775	31.0
113	3.5	10.3	29.3	1,925	38.5
124	5.0	2.2	45.0	525	26.3
131	10.0	2.0	4.0	1,706	85.3
140	10.0	2.5	25.0	697	58.1
155	25.0	32.2	128.8	552	34.5
163	50.0	49.0	98.0	756	37.8
166	50.0	50.0	100.0	752	37.6
215	62.5	62.0	99.2	756	37.8
216	15.0	33.0	222.2	564	94.0
217	32.5	28.7	88.3	664	26.6
218	25.0	24.2	97.0	994	49.7
220	75.0	45.1	62.2	1,200	30.0
224	32.5	14.8	49.4	612	20.4
TOTAL	34.5	27.0	71.2	12,478	38.5

TABLE VII-1 (CONTINUED)

Building and Room Number	% Room Period	% Student Station	% St. Station When Used	# Sq. Ft. Assignable	# Sq. Ft. Per Student Station
Seiter Hall					
101	10.0	6.0	60.0	484	48.4
103	80.0	24.2	30.3	2,133	17.8
104	70.0	38.5	55.0	671	13.7
107	77.5	34.8	44.9	671	13.4
109	75.0	37.9	52.2	910	18.2
TOTAL	62.5	32.2	43.6	4,869	17.5
Hedlund					
101	32.5	24.3	74.7	641	30.5
105	50.0	41.7	83.3	664	55.3
134	50.0	23.5	47.0	787	26.2
135	35.0	19.2	54.8	787	26.2
136	55.0	18.8	34.2	787	26.2
219	12.5	12.5	100.0	597	27.1
226	37.5	28.1	75.0	765	38.3
232	25.0	20.3	81.0	787	39.4
233	37.5	30.0	80.0	1,592	53.1
TOTAL	37.2	23.2	61.5	7,407	34.5
Seibert Hall					
1	0.0	0.0	0.0	493	24.7
12	25.0	25.0	100.0	486	37.4
14	42.5	38.0	89.4	592	29.6
52	50.0	18.8	37.5	544	22.7
TOTAL	29.4	26.9	64.6	2,115	27.5
Winton					
11	65.0	34.6	53.2	1,240	24.8
22	20.0	15.1	76.0	399	16.6
23	65.0	49.3	76.0	376	15.7
TOTAL	50.0	33.4	61.9	2,015	20.6
Business Annex					
1	77.5	66.0	85.2	667	22.2
3	62.5	39.6	63.3	783	26.1
TOTAL	70.0	52.8	75.4	1,450	24.2

TABLE VII-1 (CONTINUED)

Building and Room Number	% Room Period	% Student Station	% St. Station When Used	# Sq. Ft. Assignable	# Sq. Ft. Per Student Station
Gym 4					
Gym 4	42.5	33.6	79.1	564	28.2
TOTAL	42.5	33.6	79.1	564	28.2
			Laboratory		
Administration					
30 (Language)	100.0	100.0	----	373	18.7
Library					
51 (Math)	95.0	10.3	10.8	1,925	22.9
Communication Arts					
1 (Dance Room)	0.0	0.0	0.0	3,433	137.3
141 (Sculpture)	0.0	0.0	0.0	633	63.3
Seiter Hall					
202	30.0	20.6	68.8	1,147	47.8
305	47.5	35.5	78.9	927	46.4
307	47.5	29.1	61.3	1,386	69.3
206	30.0	10.9	36.5	1,047	43.6
208	62.5	46.7	77.8	1,047	47.6
212	25.0	24.6	98.3	1,147	47.8
302	50.0	36.6	61.0	1,201	50.0
312	37.5	27.5	73.3	1,201	50.0
TOTAL	41.3	28.4	69.2	9,103	50.0
Winton					
Cardinal Room	25.0	11.9	47.9	2,110	30.1
Sherman					
Journalism Lab	27.5	36.3	131.8	256	25.6
Micro-Computer Center					
Center	2.5	1.7	66.7	1,680	93.3

TABLE VII-1 (CONTINUED)

Building and Room Number	% Room Period	% Student Station	% St. Station When Used	# Sq. Ft. Assignable	# Sq. Ft. Per Student Station
Siebert Hall					
16 (Electronics)	37.5	37.5	100.0	2,639	73.3
53 (CAD)	25.0	28.1	112.5	566	70.8
55 (Drafting)	87.5	27.0	30.8	1,658	66.3
TOTAL	50.0	32.6	60.2	4,863	70.5
Hedlund					
201	87.5	58.3	67.0	1,797	119.8
209	75.0	75.0	100.0	789	60.7
220	87.5	58.3	67.0	1,012	67.5
225	100.0	100.0	100.0	3,522	78.3
TOTAL	87.5	82.1	89.2	7,120	80.9
Career Dev. Ctr.	47.5	16.2	24.6	4,385	87.7
Lakeside Theatre					
Preschool & Lab					

For example, for Room 6 of the Administration building, space was used 45% of the available weekly time it could be scheduled, and during the week 40.2% of the available student stations were in use. However, for the periods when the room was in use, 89.2% of the student stations were used. The room contains 394 sq. ft. of assignable space amounting to 24.6 sq. ft. per student when filled to capacity. Other data are to be read in similar fashion.

At the end of each building section are shown the classroom instructional space data for the entire building. If the net assignable area within the building is 13,206 sq. ft., exclusive of the mechanical, circulation, and custodial areas, then 13, 206 sq. ft. minus 5,334 sq. ft. is 7,872 sq. ft. devoted to other purposes such as office and laboratory space. More will be presented on this matter later in the report. It can be seen that in the administration building classrooms were used 61.3% of the available weekly time, 41.6% of the weekly available student stations were utilized, and that during times of classroom use 62.3% of the available student stations were used. On the average for the whole building, 17.7 sq. ft. of classroom space was available per student when used to capacity. The percentages of utilization reveal that spaces could be used approximately 20% more during the week (80% being a maximum rate without either overcrowding or losing a desired level of space flexibility). About 48% more students could be accommodated during the week, and within the present scheduling system, approximately 37% more students could be accommodated in classes. A summary of classroom and laboratory space utilization appears below:

Building	% Room Period	% Student Station	% St. Station When in Use
		Classrooms	
Administration	61.3	41.6	62.3
Library	78.0	44.4	56.5
Communication Arts	34.5	27.0	71.2
Seiter Hall	62.5	32.2	43.6
Hedlund	37.2	23.2	61.5
Seibert Hall	29.4	26.9	64.6
Winton	50.0	33.4	61.9
Business Annex	70.0	52.8	75.4
Gym 4	42.5	33.6	79.1
		Laboratory	
Administration (Language)	100.0	100.0	----
Library (Math)	95.0	10.3	10.8
C/A (Dance)	0.0	0.0	0.0
C/A (Sculpture)	0.0	0.0	0.0
Winton (Cardinal)	25.0	11.9	47.9
Sherman (Journalism)	27.5	36.3	131.8
Micro-Computer Lab	2.5	1.7	66.7
Hedlund (Career Dev. Ctr.)	47.5	16.2	24.6
Lakeside Theatre	----	----	----
Seiter Hall (8 Labs)	41.3	28.4	69.2
Seibert Hall (3 Labs) (Elect., CAD, Drafting)	50.0	32.6	60.2
Hedlund (4 Labs)	87.5	82.1	89.2

Physical Size Data

Another approach to the utilization of instructional space is to calculate the number of square feet per student when the room student stations are filled to capacity. This measurement reflects either and/or both an institutional policy or the subjective judgment of teachers and administrators as to what constitutes an educationally desirable number of student stations in a space depending on the purpose for which it is to be used (kinds of classes and nature of the subject taught). Some states, for example Washington, use per capita space allocations deemed educationally desirable or reasonable for developing capital budget requests for funding.

One might assume that in non-laboratory liberal arts and sciences courses, space allocations should not be less than is normally provided in good high schools, i.e., 25-30 sq. ft. per student of assignable room space. Thirty square feet is often used as a criterion for general classrooms. Because headcount rather than FTE students sit in seats and occupy student stations, the most commonly used space allocation physical space measure for community colleges has been square feet per headcount student for different kinds of classes. Following are some assignable square feet per student guidelines for vocational education facilities illustrative of that approach:

Natural Science

Home Economics	70 sq. ft.
Food Service Technology	180 sq. ft.
Horticulture	120 sq. ft.
Forestry and Wildlife Management	65 sq. ft.

Industrial and Engineering

Auto Body	320 sq. ft.
Machinist (Shop)	200 sq. ft.
Electronics	80 sq. ft.
Diesel/Heavy Equipment Mechanics	300 sq. ft.
Welding	150 sq. ft.
Auto Mechanics	250 sq. ft.
Engineering Technology	65 sq. ft.

Health/Paramedical

Registered Nursing	65 sq. ft.
LPN	65 sq. ft.
Dental Assisting	70 sq. ft.
Medical Records	50 sq. ft.
Respiration Therapy	50 sq. ft.
Physical Therapy	120 sq. ft.

Business

Data Processing	55 sq. ft.
Accounting	35 sq. ft.
Word Processing	50 sq. ft.
Secretarial	50 sq. ft.
Cosmetology	70 sq. ft.
Photography Technician	100 sq. ft.
Travel Agent Service	55 sq. ft.

Without an examination of what kinds of courses are taught in each space and after viewing data in Table VII-1, it appears that there could be a perception by students and faculty of overcrowding. This would be due to the limited number of square feet per student station considered appropriate for the spaces, particularly in classes with a high percentage of student stations occupied. Many of the square feet measures are under a standard of 25-30 square feet per student station.

Comparison of Instructional Space to Total Assignable Space

Shown below are the net assignable square feet by building, exclusive of mechanical, circulation, and custodial areas. Measurements of office spaces have not been accounted for.

Building	Net Assignable Sq. Ft.	Sq. Ft. for Instruction	Sq. Ft. Difference
Administration	13,206	5,707	7,499
Library	15,581	6,861	8,720
Communication Arts	46,176	14,619	31,557
Seiter Hall	20,241	13,972	6,269
Hedlund Vocational Center	55,189	18,912	36,277
Siebert Hall + IA	28,239	6,978	21,261
Winton	7,118	4,125	2,993
Business Annex	1,632	1,450	182
Sherman Hall (Dorm)	12,191	400	11,647
Sherman Hall (U of I)		144	
TOTALS	199,573	73,168	126,405

Of the net assignable areas, excluding Sherman Hall space, 39% is used for instructional activity, and 61% is used for office, storage, and other purposes. Other square feet net assignable spaces on campus are as follows:

Mechanical Arts	7,960	(Microcomputer Lab 1,680 sq. ft.)
Gymnasium	24,715	(Classroom 564 sq. ft.)
F. Post + McHugh	3,942	
Lakeside Theatre	1,600	
Museum	666	
Sherman School (Pres. Offices)	4,298	
Edminister Union	32,301	
McHugh Storage Annex	1,926	
Grounds Shop	2,521	
Transportation Shop	4,913	
Lincoln Way Warehouse	4,628	
TOTAL SQ. FT.	89,470	

A total of 289,043 sq. ft. of net assignable space, exclusive of 70,353 sq. ft. for the mechanical and circulation areas and 1,645 sq. ft. for custodial purposes, exists for North Idaho College use. This space provided an average of 51.26 sq. ft. of instructional space per headcount student (3,893) enrolled in Fall 1986 or 113.7 sq. ft. per FTE. Total net assignable square feet for all purposes was 74.25 sq. ft. per headcount student and 164.7 sq. ft. per FTE student. During the 1960's and early 1970's as numerous new community colleges were being constructed, space estimates were typically based on a criterion of 150 sq. ft. per estimated FTE potential student enrollments. Based upon this measure, North Idaho College presently has 14.7 total square feet per FTE in excess of minimum planning standards previously used for new community college construction.

Functional Adequacy Evaluation of Space

Introduction

During October 15 and 16 a team of four persons with considerable prior experience in facility planning and evaluation visited each room on the NIC campus in which instruction is conducted. The primary purpose was to evaluate how adequate the room spaces were for the conduct of quality educational programs offered. A secondary purpose was to assess the adequacy of other related support service room spaces such as instructor offices, administrative offices, the library, athletic facilities, student personnel services offices, and the campus in general.

One evaluator was the current president of an out-of-state community college of comparable size and chairperson in that state of a committee to develop capital facility needs for presentation to the legislature. Another was a recently retired president of an out-of-state community college whose campus was developed under his direction and whose doctoral study in prior times was on planning community college facilities. Another was an expert in the area of space planning for health and physical education facilities with some prior experience in general space planning and evaluation. A fourth was a community college education expert with much prior experience in planning facilities for community colleges and with a regional accrediting association as examiner and consultant for community colleges seeking accreditation.

The space utilization study assessed the extent to which physical space was utilized. A college may have adequate space to house students, but a second question is, "How adequate is the space to facilitate quality instruction?" This was the task of the educational functional adequacy evaluation. Using evaluation checklists prepared for evaluating classroom, laboratory, and office spaces, the four team members conducted evaluations of each space. A trial evaluation of one classroom in the administration building was conducted when each of the team members made independent evaluations. Then a discussion was held to determine how alike or unlike the evaluations had been. Discussion focused on sharpening observations and resolving differences in understandings. Then the team went to work in pairs to complete assignments. In one instance, both pairs visited the same facility to make evaluations, and that was of the building housing the library and some classrooms. This section contains the results of that two-day NIC educational functional space evaluation.

General Observations

For long-term campus development of a community college, the Board of Trustees and administration needs to consider seriously what kind of an image the College should project to the general public and particularly to current and prospective future students. In large measure the nature and appearance of campus facilities are silent but powerful testimonials to the presence or absence of synchronized and coordinated orderly, purposeful development. A campus on which physical facilities seem aesthetically tied to each other and coordinated in design and appearance exude a sense of unity of purpose and mission and an atmosphere of planned efficiency rather than a loose federation of disjointed units somehow thrown together in proxmity.

To project a desired image, there needs to be created an overall master plan for physical facility development (renovation, rehabilitation, disuse, and new construction).

In terms of the long-term master plan, needs should be prioritized and action plans formulated for accomplishing the evolving improvements sought.

Physical space arrangements often reflect fundamental assumptions either implicit or explicit, concerning a college and basic philosophical positions consciously or unconsciously held. These assumptions and philosophical positions have strong implications for board policy formulation, and these policies have direct influence and impact on the need and nature of campus physical space and how it is utilized. The consultant team was fully aware that the way things are at any point in time in the development of a community college is a consequence of many factors such as history, funding source patterns, personalities of leadership position incumbents, tradition, the nature of planning processes, past and present, and possibly other factors. For example, if philosophically it is believed that some types of educational programs are by nature of more worth and of greater quality than others, then the assumption may follow that those programs of one kind should be organizationally separate from those programs of the other kind. Often this assumption shows up by references to some programs designated as academic and others designated as vocational or technical with the two types organizationally separate and with a duplication of spaces needed. Unfortunately, this arbitrary separation implies that the specialized two-year career oriented programs are not as academic as the two-year bachelors degree career oriented programs, and thus are of lesser quality. Anyone who has examined the content of specialized career oriented technical and semi-professional programs knows they must be just as academic but with different emphasis and of equal quality to those preparing students to succeed in the pursuit of bachelors degree level career work. An implied philosophical question has to do with whether the general education (non-specialized) portion of the two-year program for students who will go to work after completing community college should be different than that same portion of the two-year program for those who will go to work after completing a four-year college. Yet another separation may be based on the nature of students and their purposes, that is, adult and continuing education. Operationally the answers lead to the matter of whether responsibility for the total college instructional program should be nested in a single administrative office or whether the institution should in effect, operate as two or three rather autonomous colleges within the institution with duplication of space needs for a number of purposes.

Physical facility arrangements often reflect whether program planning, development, and implementation are unified and tied together in an integrated fashion or whether there exists a federation of loosely coordinated instructional activities. In this connection a policy question could be posed as to whether computer terminals and instruction should be scattered around the campus in multiple space locations or whether scheduled utilization of one or more centralized locations would best serve the total campus instructional needs thus freeing up valuable spaces for other purposes. Arguments can be advanced in favor of both positions, but this matter needs periodic re-examination on a college campus, particularly since the rate at which the expensive technology involved is changing and obsolescence occurs.

Instructional activities in the field of business are currently being conducted in at least four different buildings. Future space planning should include plans for bringing all components of instruction in this field together in physical space proximity.

A general observation made by each team member about all areas of the campus was the excellent condition of the facilities' maintenance. The quality of custodial maintenance was obvious and impressive.

Specific Space Evaluations

The evaluation checklist for classrooms contained 28 items, not all of which were applicable to every classroom depending on its use, but most of which were appropriate for all classrooms. The evaluation form provided a place where NA (not applicable) could be checked for inappropriate items. Evaluation categories for applicable items were: 0 = Applicable, but feature absent; 1 = Poor and feature needs attention; 2 = Good, feature is adequate; and 3 = Excellent, feature more than adequate and outstanding.

Classrooms. Numerical evaluation indexes were derived in two ways. First, the points (0, 1, 2, or 3) assigned each of the applicable items were summed and divided by the number of applicable items to get an average rating which for better discrimination purposes was multiplied by 10. The effect was that the rating scale for each item was 00-30. If ratings for all 25 items was 3, the highest possible index was 3.00 x 10 = 30.00. Likewise, if all 25 appropriate items were rated as 2, the index would be 50 divided by 25 or 2.00 x 10 equals 20.00. If all were rated #1, the lowest index would be 1 x 10 or 10.00.

The second numerical index was the percentage of possible total points assigned. If all 25 applicable items had been assigned a rating of 3, the sum of ratings would be 75 and the percentage of possible points 100%. If all 25 ratings were 2, the percentage of possible points would be 67%, and if all were rated 1, the percentage would be 33%. Evaluation indices are shown below.

1. Administration Building

Room	AV Points	Percent	Room	AV Points	Percent
6,7,8	18.0	60	23,25,26, 28,32,36, 37	17.8	54

Commentary: Attention is needed throughout the instructional spaces, including the tutorial room (#21) to climate control (air conditioning and heating). Ventilation is so poor, movable electric fans are deployed within some rooms to circulate air. Lack of provisions on the second floor for handicapped accessibility in both classrooms and restrooms needs attention. There is need for energy efficient windows, improved window blackout capability, fire detection mechanisms, and improvement of image by use of decorative wall paint schemes, use of floor carpeting where absent in hallways and classrooms, and acoustically treated lowered ceilings. General modernization could transform the high school image exuded by the facilities to a college atmosphere. Any modernization of the general classrooms should consider the need for placement of more electrical outlets and audio-visual hookups. In rooms used for business subjects movement within the spaces, particularly the typing room, is restricted due to the number of student stations placed in limited space. Attention should be given in this area to computer surge protection, climate control, and need for more open as well as lockable storage space.

2. Library Building

Room	AV Points	Percent	Room	AV Points	Percent
41	16.8	56	46	19.0	50
44	17.9	58	50	15.8	53
45	16.7	56			

Commentary: Classrooms on the second floor have handicapped access which is limited and poorly provided through an adjacent science building connected by a second floor ramp walkway. All classrooms have urgent need for acoustical treatment, improved climate control, and fire detection mechanisms. Due to the numbers of persons accommodated by the classroom and math/science study area and lab, a question exists about the adequacy of current emergency exits to accommodate the need for hasty egress without danger to the health and safety of affected personnel. Much of the hallway sound echo effect which intrudes into classrooms could be improved by carpeting on the floors and possibly walls. Carpeting of classroom floors would reduce interior sound problems. The window blackout capability for use of audio-visual displays should be improved--present provisions appear as makeshift temporary ones which detract from the aesthetic aspect of the room interiors. Climate control should consider the need for air conditioning as well as heat and ventilation. Use of decorative wall paint schemes both in classrooms and in the long building-length hallway could vastly improve the aesthetics of the facility. The stark contrasts between the deep brown colored crosswise ceiling beams in the hallway and other surface colorings have the effect of seeming to chop up the space in an unpleasing aesthetic fashion. According to the evaluations, rooms 45, 50 and 41 need the most attention.

Downstairs, the library space of approximately 7,800 sq. ft. is grossly inadequate, as is the size of the book collection, to serve adequately the numbers of instructional programs and students now enrolled. To more adequately serve the learning resource needs of the campus, an estimated 24,000 sq. ft. of space is needed arranged to house a collection of from 50,000 to 120,000 books and capable of seating a minimum of 20% to 25% of the headcount student enrollment at one time. The learning resource center, the hub of the campus instructional programs, should have a central, easily accessible, location from all parts of the campus. Until resources permit the provision of adequate physical facilities, much can be done through minor renovation to the existing space to enhance the probability of greater use and to improve the image. The front entrance could be moved out toward the hallway and opened up with the use of glass so its visibility would be more marked to student traffic flow. As it is, the comparatively narrow, dingy, two-door entry-way at a right angle hides the library and presents a poor image. Front ends of metal book stacks could be inexpensively covered with wood or plastic coverings to reduce the stark warehouse image associated with tool and material storage.

3. Communication Arts

Except for a few spaces and exceptions noted in the commentary the instructional space rating average index for all spaces was 20.4, and the percentage of possible points was 68%, the best on campus. Provisions for photography instruction in rooms 142, 153, 154, and 155 were outstanding as were the provisions for drama and broadcast technology.

The major aspect needing adjustment or improvement was temperature control; the system appeared to be unbalanced throughout the building. Alternative window treatments should be considered for blackout capability of some classroom spaces.

In room 140, the ceramics/kiln room space, there needs to be more protection on the ceiling above the large kiln if it is to remain there. The area has been so hot paint has peeled. The advisability of moving the kiln out of the building to an easily accessible but adjoining kiln room building should be a consideration.

Provisions for more adequate ventilation need to be provided in the scene room back of the auditorium where paint vapors need to be exhausted and in the art classroom spaces where oil and water paints are used. Ventilation in the art room where classroom movement is restricted and limited because of overcrowding needs improvement for health reasons. For safety purposes, the auditorium stage curtain weight sandbag controls should be replaced with counter weights. Storage space in the scene room is minimal and could be enlarged during future renovation. In such a renovation structural alterations should make it possible to move with ease a piano on and off the stage without having to first carry it outside the building. Lack of proper ventilation in the auditorium basement is a problem. In the long-term physical facility improvement plan, the installation of a hydraulic lift system for the orchestra pit would add to the functional utility of the facility.

4. Seiter Hall

Room	AV Points	Percent	Room	AV Points	Percent
101	16.9	56	107	17.4	58
103	17.4	58	109	17.8	62
104	17.8	59			

According to the evaluations rooms 109 and 104 need the least attention and room 101 the most. A point rating of under 20.0 indicates some room for improvement.

Commentary: Access to restrooms seemed to pose a problem for all classrooms mentioned above as did the absence of adequate fire detection mechanisms. Floor surfaces in rooms 103, 104, and 107 should be carpeted for noise control; the floor surface in room 109 was judged as excellent. Room 101 could be improved by the addition of a wall clock, a lockable storage space for home economics materials and equipment, first aid supplies, and storage space for personal projects by the instructor(s). Additional bulletin board display space would enhance instruction in rooms 103, 104, 107, and 109. Additional electrical outlets in the rear of room 107 are needed. There might be a question as to whether the emergency exit for room 109 is adequate for its capacity limit.

5. Hedlund

Room	AV Points	Percent	Room	AV Points	Percent
101/105	20.0	67	134,135, 136	20.0	67
219	19.6	65	232,233	20.0	67
226	20.0	67			

Classroom spaces were evaluated as adequate with the exception of room 219. Provisions for chalkboards and the nature of the ceilings were judged as excellent features for all rooms. The need for adequate fire detection mechanisms was noted for each space. More bulletin board space could be considered an improvement for room 219. Improvements for room 226 consisted of provisions for additional electrical outlets and improved lighting. Present lighting intensity is low enough as to cast shadows.

6. Seibert Hall

Room	AV Points	Percent	Room	AV Points	Percent
11	17.7	59	14	18.2	61
12	15.8	53	52	17.6	59

According to the classroom evaluations, room 14 needed the least attention and room 12 the most.

Commentary: Glass windows on the west side need replacement by some type of thermal pane glass for both energy conservation and physical comfort of students when cold air is blowing in through the cracks. Fire detection mechanisms are needed throughout. Wall clocks and additional bulletin board display would be improvements in rooms 11 and 12. Lighting in room 12 needs to be of higher intensity. South wall surfaces need paint in room 11, and alternative window blackout capability could be considered for the room. Rooms 12 and 14 could be improved with more provision for both open and lockable storage space. Room 52 would be enhanced by additional electrical and audio-visual outlets for instructional use.

7. Winton

Room	AV Points	Percent	Room	AV Points	Percent
11	18.3	61	22,23	19.1	64

Commentary: While the Winton building is used for several purposes, including the housing of the State Crime Laboratory and other law enforcement purposes and the nursing program facilities, there is a general classroom space used for business courses. Fire detection mechanisms are needed for the instructional/office/laboratory spaces. Additional bulletin board display space could be used in room 11, and improvements in climate control regulation would enhance the comfort levels of all spaces. The exterior roof needs repair before the condition gets worse. The number of student stations in all rooms tax the space capability to the limit, if not a bit beyond.

8. Business Annex

The Business Annex building was constructed by the carpentry class and provides two classrooms for accounting and typewriting. Evaluations were:

Room	AV Points	Percent
1	16.7	56
3	18.8	63

Commentary: The accounting room is quite wide and narrow in depth, and movement within the room is restricted because of the number and types of student stations in the space. There is no convenient access to restrooms for general student use without leaving the building. Bulletin board display provisions often characteristic of accounting classrooms were not present in room 1. Fire detection mechanisms are needed. The typing room (#3) is decorated in a drab color, and floor surfaces in the structure will soon need attention because of wear. When offerings in business are consolidated, this space can be more effectively used for some other purpose.

9. Gymnasium

The single classroom, Gym 4, was evaluated as having an average point value of 17.1, and the percent of possible points was 55.

Commentary: This room needs window blackout capability for use of transparent visual material, bulletin board display areas, fire detection mechanism, and both open and locked storage areas for health and first aid materials and equipment. The door with glass emergency exit swings open directly into a narrow major traffic pattern into and out of the gymnasium. This presents a potential hazard and it is recommended that the glass should be removed.

Because of the self-contained nature of support and specialized areas necessary for instruction relevant to physical education and athletics, evaluations of those areas are presented here.

Area	AV Points	Percent
Athletic Locker Room (Men Wrestling)	11.7	39
Athletic Locker Room (Men Basketball)	12.2	41
Athletic Shower Room (Men Wrestling)	0.6	21
Athletic Shower Room (Men Basketball)	0.6	21
Auxiliary (Wrestling)	15.0	50
Weight Training Room	11.7	39
Main Gymnasium	15.4	51
Training Room	11.3	33
Physical Education Locker Room (Men)	10.6	35
Physical Education Locker Room (Women)	10.6	35
Physical Education Showers (Men)	0.9	29
Physical Education Showers (Women)	0.7	22

Area	AV Points	Percent
Tennis Courts	19.3	64
Field Space	20.0	67
Baseball-Softball Field	24.0	80
Gymnasium Foyer	13.1	44
Physical Education Storage	18.0	60
Laundry Area (Without Drying)	17.2	56
Physical Education Office	10.6	35

Except for the tennis courts, field space, and baseball-softball field, all other physical education and athletic facilities were evaluated as being considerably below adequate. Not considered were facilities for swimming, indoor tennis, raquetball, and bowling, all of which are taught off-campus utilizing community facilities. A few comments point up some things that may be considered in planning future improvements.

Both the wrestling and basketball athletic locker rooms are poorly ventilated and have no handicapped access. Neither of the athletic shower rooms have a drying area or proper ventilation, and paint was peeling. The weight training room is much too small in square foot size to permit safe and adequate movement within the room given the amount of equipment and workout stations. Climate control (ventilation) in the main gym is poor. Traffic patterns encourage students to walk directly across the gymnasium floor. The training room area contains neither a doctor's exam room nor restroom facilities (WC, lavatory, shower); evaluations excluded these areas, but if they were considered essential, the average rating would have been 0.8 and the percentage 25 instead of the average of 11.3 and percent of 33 shown above.

There is no handicapped access to either the man's or women's physical education locker rooms, and each is too small and poorly ventilated. The entry-way to the women's locker room is used for storage. Both the men's and women's physical education shower areas are too small, have no drying areas, no handicapped access, and no provision for privacy.

There is no wall clock in the gym foyer, the concessions area should be expanded, and there is an access problem to the public restroom areas. More storage space is needed to serve the concessions area, climate control of the area could be improved, and a decorative paint scheme could improve the aesthetic quality of the foyer area. The floor surface will need attention to torn spots.

The physical education storage area needs wrestling mat storage capability and improved climate control. Too many persons have access to instructional and recreational equipment due to the present location of laundry, equipment, sauna, training room, and coaches office in one common area. The laundry and drying area has no drying area, and climate control needs improving. On the assumption a drying area should be provided, the average rating would have been 11.2 and the percentage of possible points 37. Only the men's physical education office space has a locker room; there is no such locker for women. If the men's locker room was evaluated by itself, the evaluation would be 10.0 and the percentage of possible points would be 33%. The department office is located in a temporary space adjacent to a large metal loading dock. This is not a conducive work space for the secretary. Except for the film review area, all other features need improvement. It has been suggested that this gymnasium facility which has and will cost so much to keep in minimum condition should be gutted and made into a physical education facility exclusively.

Laboratories. Following are evaluations of various laboratory spaces which were examined separate from classroom spaces.

Room	AV Points	Percent
Administration #30 (Language)	18.3	61
Library #51 (Math, Lab)	16.5	55
Library #51 (Math/Science Study)	15.2	51
Com. Arts #1 (Dance)	(See Commentary)	
Com. Arts #141 (Sculpture)	20.0	67
Winton #24, 25 (Nursing Lab)	19.4	64
Winton Cardinal (Shooting Gallery)	14.2	48
Sherman (Journalism/Photo Lab)	18.0	60
Mech. Arts (Micro-Computer Center)	20.0	67
Seiter Hall		
202	15.4	51
206	18.0	60
208	18.4	61
212	18.7	63
302	18.2	61
305	17.1	57
307	13.9	46
312	17.8	60
Seibert Hall		
16 (Electronics)	17.3	58
53 (CAD)	18.6	62
55 (Drafting)	19.0	63
20 (Auto Mech.)	17.7	64
(Small Engine--Motorcycle)	(See Commentary)	
Hedlund		
201	15.8	51
209	16.9	56
220	20.0	67
225	17.8	59
Career Dev. Ctr. (226)	NA	NA
Industrial Arts		
Air Conditioning/Refrigeration	14.1	47
Carpentry	(See Commentary)	

Pertinent comments are presented here regarding the laboratory spaces listed above.

1. Lighting intensity in the language laboratory (Room 30, Adm. Bldg.) needs improvement and handicapped accessibility should be provided to the room. Fire detection mechanisms are needed.

2. Only one emergency fire exit through one door for the number of students in the math lab and math/science study areas constitutes a potential safety hazard. Fire detection mechanisms and accessible fire extinguishing equipment are needed. Tight furniture groupings restrict movement within the spaces, particularly for handicapped students. Climate control (ventilation, air conditioning, and heating) needs improvement. The math lab area needs both open storage and lockable storage space to accommodate materials and equipment now on tables and on the floor. The room needs wall and ceiling acoustical treatment to reduce noise.

3. The air conditioning and refrigeration instructional space should be at least double the present size to provide for adequate movement within the space, open and lockable storage for tools and equipment, demonstration preparation space, and workstations. A related classroom to this lab space is in another building. Wall surfaces need improvement and general aesthetics of this workman-like lab space are poor. Since the carpentry space is used only at certain times related to off-campus carpentry projects, some other space off-campus might serve this purpose better, thus freeing up some space for other on-campus instructional purposes.

4. Reference was made above to the kiln room lab space in the Communication Arts building. The basement, often used as storage for stage craft materials and equipment, is used as a dance studio. Ventilation is poor and the shape of the space limiting for this purpose. Future long-term planning should include more adequate facilities if dance is to remain part of the performing arts offerings.

5. Fire detectors and emergency exits are needed for the journalism/photography lab areas. Remodeling should connect the journalism lab to the

photography development lab and provide better ventilation for both. An improved fume exhaust system in the dark room is needed.

6. A lockable storage space is needed in the cardinal room of Winton. Aesthetics of the space would be improved by replacing a few tiles and using a paint decorative scheme to brighten up the area.

7. Improved accessibility for handicapped to the second floor of the nursing laboratory area is needed. Additional electrical outlets are needed on wall baseboards so cords need not be strung across the floor for use of various types of equipment.

8. Floor surfaces in Seiter rooms 202, 206, 212, 302, 305, 307, and 312 should be carpeted. Climate control in rooms 202, 302, 305, and 307 needs improving, especially heating regulation. Fire detector mechanisms are needed in all rooms, and first aid provisions are needed in rooms 206, 208, 302, 305, 307, and 312. A wall clock is missing in room 202. Bulletin board display space needs to be larger in all Seiter laboratory rooms. In all science laboratory rooms, provision needs to be made for at least one suitable handicapped student station; the existing high tables, desks, and workstations are inaccessible to handicapped students. More open and lockable storage spaces are needed in rooms 305 and 307. The demonstration preparation space in room 307 needs enlarging; enlarged open and lockable storage spaces are needed; more display space is needed, and movement within the room is restricted and cramped. In room 307, the type of seating is too high for CAD, writing surfaces need improvement, and security of equipment used for multiple types of instruction held in this space is a problem.

9. While the lighting in Hedlund rooms 201, 209, and 220 was outstanding, the lighting intensity in room 225 needs to be increased to prevent shadows. Acoustics and ceiling surfaces were excellent in rooms 209 and 220.

Aesthetics was judged to be especially good in room 209. Fire detection mechanisms were needed in all laboratory rooms, and fire extinguishers were needed in a couple. Room 201 could be improved by additional audio-visual outlets, larger bulletin boards and more display space, and both open and lockable storage provisions. Room 201, with only 16 student stations, seemed overly large for the utilization being made of it. Trash containers were needed in rooms 201 and 209. Additional electrical and audio-visual outlets were needed in room 209 as well as more open, and possibly lockable, storage space. In addition to need for greater lighting intensity in room 225, additional electrical outlets and more open and lockable storage space are needed. There is a lack of needed shelving space in room 225. Temperature (climate) control is a problem in this room with serious complaints of cold outside walls affecting interior comfort. The storage room along the west wall lacks heating.

10. Lighting in the drafting room 55 in Seibert Hall was excellent. Fire detection mechanisms were needed in all laboratory spaces. In room 55 the amount of open and lockable storage space should be expanded to accommodate needs, and the outside (window) areas badly need repair for energy efficiency and interior working climate and comfort. In room 55 floor surfaces need tile work. Window blackout capability is needed in room 53 as are additional spaces for open, lockable, and personal storage. The auto mechanics area lacks library (trade manuals and materials) and office space. Improved personal storage space for instructional staff is needed. Careful attention needs to be given to the adequacy of fume exhaust systems in the small engine (motorcycle) repair space. Proper ventilation and temperature control in this facility is essential for health and safety reasons.

11. First aid equipment in room 16 (electronics) should be visible. For this space to be more conducive for a learning environment, there needs to be greater light intensity, improved climate control and general aesthetic quality, possibly enhanced by decorative paint schemes and improved lighting to eliminate the dingy appearance. More lockable storage is needed in the room, and additional electrical outlets are needed (a question could be raised about whether present electrical outlets meet code requirements). The emergency exit door to room 16 was locked.

Offices. With only a few exceptions, office spaces for teaching faculty and administrative purposes were found to be quite adequate. They are scattered throughout the buildings in proximity to instructional spaces. Some exceptions are found in the business instructional area which is scattered in several locations. Offices in the nursing area should be arranged such as to permit private counseling to occur. In instances where two instructors share an office space, this is not possible. Probably the office space needing most improvement was 31 in the administration building. This room, which has no ventilation or outside windows, houses two instructors and is so small that neither has room to work with or counsel students when the other is in the room. The space appears to have been some kind of a closet or storage room and that purpose would seem the purpose for which it might best be used.

Student Services. The student services facility is one in which the college personnel, students, and community should justly take pride. The facility has about reached its capacity for the number of student related services to be located there. Additional services will begin to encroach upon the adequacy of space for existing activities. It is important in planning for utilization that proper allowances and provisions are made for adequate storage in areas used for activities such as job placement.

An important philosophical consideration which has space implications is whether the student services facility should serve all the students or just part of them for such purposes as snacks, soft drinks, lounge rest areas, and recreation. When students leave campus, regardless of program in which they are enrolled, they will be confronted with needing to associate and deal with persons of a wide variety of types and interests. If philosophically a part of the total education of students at the college is to assist them in developing improved social adjustment skills, so important in the work-a-day world, then an assumption might follow that the student services center should serve all students, part-time, full-time, older and younger, regardless of program in which they are enrolled. Students can walk from anywhere on this compact campus to the student services center in four or five minutes. Operationally, the implication of this position is whether the development of student service enclaves should be permitted at other locations on campus thus duplicating services and using valuable space. The long-term educational ramification has to do with whether enclaves catering to the interests of certain types of students foster the best preparation for real life adjustments.

The same kind of questions can be raised about career development counseling and job placement services. While the Career Development Center in Hedlund seems to be performing with excellence an important service, the advisability of amalgamating all professional counseling and job placement services in one location should be considered. Philosophically the issue is whether students pursuing one kind of career objective requiring two or fewer years of education and training are really different enough from those requiring more years to warrant such a physical and psychological separation.

The position taken has profound implications for possible duplication of space and staffing.

Administration. Administrative office spaces seemed adequate for the purposes served. As enrollments increase, future planning should probably include attention to the best office space arrangements for the functions of registrar and records and admissions to facilitate student traffic flow in relationship to the business office handling student tuition and fee collections and financial aids. The central administration is to be complimented for locating those offices in a visible central campus location away from any one instructional area and readily accessible to community patrons and other visitors to the campus.

Summary

Space Utilization

1. Based on a 40-hour weekly availability Monday through Friday instructional classroom and laboratory utilization rates by building were as follows during Fall Term 1987.

Building	Room Period	Student Station	Student Station When in Use
	1. Classrooms		
Administration	62.3	61.3	41.6
Library	56.5	78.0	44.4
Com. Arts	71.2	34.5	27.0
Seiter Hall	43.6	62.5	32.2
Hedlund	61.5	37.2	23.2
Seibert Hall	64.6	29.4	26.9
Winton	61.9	50.0	33.4
Business Annex	75.4	70.0	52.8
Gym	79.1	42.5	33.6

Building	Room Period	Student Station	Student Station When in Use
	2. Labs		
Administration (Lang.)	----	100.0	100.0
Library (Math)	10.8	95.0	10.3
Com. Arts (Dance)	0.0	0.0	0.0
Com. Arts (Sculpture)	0.0	0.0	0.0
Seiter Hall	69.2	41.3	28.4
Winton (Cardinal)	47.9	25.0	11.9
Sherman (Journalism)	131.8	27.5	36.3
Micro-Computer Center	66.7	2.5	1.7
Seibert Hall	60.2	50.0	32.6
Hedlund	89.2	87.5	82.1
Career Development Ctr.	24.6	47.5	16.2
Lakeside Theatre	----	----	----

2. Of the 53 classrooms in use, 41.5% had less assignable square feet per student than a recommended standard of 25 to 30 sq. ft. per student, thus justifiably creating the impression of instructors and students of overcrowding. This was especially true of the Administration Building, Library, Seiter Hall, and Winton.

3. Thirty-nine percent of the net assignable space, excluding Sherman Hall, was used for instructional activity, and 61% was used for office, storage, and other purposes.

4. There is a total of 289,043 sq. ft. of net assignable space, exclusive of 70,353 sq. ft. for mechanical and circulation areas and 1,645 sq. ft. for custodial purposes. There was an average of 51.26 sq. ft. of instructional space per headcount student and 113.7 sq. ft. per FTE for students enrolled in Fall 1986.

5. For all purposes, there was 74.25 sq. ft. per headcount student and 164.7 sq. ft. per FTE student, 14.7 sq. ft. per FTE in excess of 150 sq. ft. minimum standard typically used for planning community college space requirements for new institutions.

Space Functional Adequacy

6. An up-to-date space inventory with blueprints of buildings was not available.

7. Instructional activities in the field of business were being conducted in at least four different buildings.

8. The quality of buildings and grounds maintenance was excellent and impressive.

9. An overall master plan for physical facility development (renovation, rehabilitation, disuse, and new construction) was unavailable. It was uncertain whether an agreement had been developed about what kind of

image the College wanted to project to the area served, and particularly within Kootenai County, through its physical facility and campus development.

10. Detailed analyses were made of classroom and laboratory spaces and since they were specific to individual rooms, results will not be repeated here. In some instances, interior space configurations would probably restrict the types of instructional activity which could be held.

11. On a rating scale where an average of 10 was poor and features needed attention, 20 signified good, features adequate and 30 indicated features were more than adequate and outstanding, 41.5% of the classrooms rated an average of 20 or more, 7.5% rated 19 or better, 11.3% had an average of 18, 28.3% rated 17, and 11.3% rated lower than 17 but more than 15. On the same scale percentages of laboratories were 20 and over--12%, 19 and 18--36%, 17--20%, 15 and 16--20%, and under 15--12%.

12. The library space of approximately 7,800 sq. ft. was grossly inadequate, as was the size of the book collection, to serve adequately the numbers of instructional programs and students currently enrolled. An estimated 24,000 sq. ft. of space is needed to house a collection of 50,000 to 120,000 books and to provide seating at one time for a minimum of 20% to 25% of the headcount student enrollment.

13. The gymnasium facility was found minimally adequate for physical education and athletics.

14. The student services facility is one in which all should justly take pride, but the facility has about reached its capacity for the number of student services located there.

15. With a few exceptions, office spaces for teaching faculty and administrative purposes were found to be quite adequate.

16. Instructional activities are scattered about the campus in separate buildings, some of which are small older facilities with excess non-functional space.

17. A pervasive problem was environmental control (heat, cooling, ventilation, and lighting). Most spaces have no individual control mechanisms.

18. Throughout most of the facilities, especially the older ones, coordinated color and design schemes were either non-existent or in need of improvement and modernization.

19. Provisions for effective energy conservation were lacking in most buildings.

20. Adequate health and safety provisions for emergency exits, adequate fire detection mechanisms, extraction of any asbestos remaining in older facilities, and presence of fire extinguishers in readily visible and easily accessible locations need continuous attention.

21. There was lack of access for handicapped individuals to some buildings, within some buildings to instructional areas, and within some instructional areas to student learning stations.

22. There was need for more open and lockable storage space within some instructional areas. Some instructional areas needed additional electrical outlets in functional locations.

23. Buildings were not uniformly and prominently signed, and not all spaces within all facilities were properly or uniformly signed.

24. Exterior building appearances represented a variation of color and design with seemingly little, if any, coordination.

PLANNING STUDY
FOR
NORTH IDAHO COLLEGE

PART III
EXECUTIVE SUMMARY

BY

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JULY 1988

PREFACE

Findings from various studies conducted as part of the long range comprehensive planning effort made by North Idaho College were presented in detail in Parts I and II of the study report. Each chapter ended with a summary of salient findings. Contained in Part III is an executive summary in which pertinent findings from the several data sources have been brought together around several major components of the overall planning study.

Conclusions which seem justified and supported by the data have been formulated. Based upon conclusions derived from the planning study, a series of recommendations have been developed for future consideration by the North Idaho College Board of Trustees and Administrators.

It is hoped this study effort under direction of Dr. Raymond J. Young will prove to be of valuable assistance as the college prepares to enter the twenty-first century.

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EXECUTIVE SUMMARY

Introduction

Contained in this part of the North Idaho College Planning Study Report is a summary of the major findings presented in Parts I and II of the study which began in the Spring 1987. Part I, issued September 1987, contained documentary evidence on North Idaho Community College and the 5-county area served gathered from a variety of sources including the Panhandle Area Council, U.S. Bureau of the Census, the Finance Division of the Idaho State Department of Education, and North Idaho College records. In addition, Part I contained projected college enrollment potentials, and analyses of responses from an 18% random sample of all college students and from all seniors enrolled in 14 high schools and in attendance the day questionnaires were administered. Part II contains analyses of findings from both an instructional space utilization study and a team evaluation of the functional adequacy of instruction space. In addition, Part II contains detailed analyses of information received from a statistical random sample of 1,986 graduates of 14 public high schools, parents of all children in grade 5 of the school districts maintaining 13 high schools, persons identified as community leaders throughout the 5-county area, part and full-time North Idaho College faculty, and businesses and industries within the 5-county area employing five or more employees, except local, county, state, and federal government agencies.

Detailed information was presented in the respective chapters on the make-up and characteristics of each group of persons from whom information was sought and will not be repeated here. Percentages of response from each group were:

Community Leaders	80%
Parents of Grade 5 Pupils	79%
High School Seniors	72%
High School Graduates	68%
Business and Industry	65%
NIC College Students	59%
NIC Faculty	56%

The percentage response for high school seniors was based on the official fall 1986 October senior enrollment count and may have been actually higher, for some students may have moved from the area by spring 1987. Responses received a considerable time after the deadlines in April 1988 for computer processing from both high school graduates and employers would have added another 5% to the response rate for each group, and it is unfortunate their responses were not received in time to be used. However, a spot analysis of these responses did not indicate they would have altered the findings significantly.

Summary of Findings

This section contains a consolidated summary of findings based on the multiple information sources used in this comprehensive study. Detailed findings appear in Parts I and II of the study report.

General Characteristics of NIC and the Service Area

1. North Idaho College located in Coeur d'Alene is an accredited public comprehensive multi-function two-year college providing the same academic freshman and sophomore courses offered in any college or university to students wishing to complete a four-year or higher degree or professional training.

   In addition to the first two years of regular college and university credit courses, the college offers one and two-year college level vocational-technical programs designed to prepare students for job entry or for the upgrading of job skills of employed persons. The college also provides a diverse variety of community service non-credit special courses, programs, and workshops and cultural events. Guidance and counseling services support all credit students, and for those interested, a variety of extra-curricular social, recreational, and cultural activities are provided.

2. Of all students enrolled (32,006) over the past 9 years (1978-1986), 55.4% were in the academic college program, 36.7% were special students, and 7.9% were vocational-technical students. The 55.4% accounted for 83.5% of the full-time equivalent enrollments, and 16.5% were vocational-technical students. During 1983, 1985, and 1987, academic college program graduates represented 59%, 51%, and 31%, respectively of all graduates, while vocational students represented 19%, 25%, and 51% for those years, respectively. Associate degree nurses constituted 19%, 19%, and 5%, respectively, of all graduates, and paraprofessionals other than nursing were 12%, 5%, and 13%, respectively. Degrees conferred were the Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (APS). The average age of all enrolled students was about 27 years. In 1987, over one-half (51%) of the college students responding to this study were over age 26, and 78% of the special interest students as well as one-third of the vocational students were age 34 and over.

3. The college is situated in a 5-county region, where the population is expected to increase from 118,740 in 1980 to over 141,000 by year 2010. There are currently two bulges in the population structure by age grouping, namely persons age 15 and under and persons age 54 and over. Between 1987 and 1998, enrollments in the 14 public high schools is expected to increase by a conservative 12.3%. College full-time equivalent enrollment potential is projected to increase from 1,755 in 1986 to between 2,076 and 2,740 by 1998-99. Based on previous ratios between student headcount and full-time equivalent enrollments, numbers of future credit student headcounts are anticipated to increase from 525 to 1,935 beyond the 1986 enrollment level, depending on the level of service provided by the college. In 1986, the college served about 30 persons per 1,000 total population.

4. In 1980, over one-half the Panhandle area residents had changed their place of residence within the previous five years. Of the high school seniors responding to this study 27% had lived in the area serviced by their high school 5 years or less. Of the parents who responded 37% had lived in the area served by the elementary school 5 years or less. Only 12% of the community leaders responding to this study had lived in the area 5 years or less. Nearly one-third (31%) of the 1986 responding graduates from area high schools lived outside of Idaho, and 10% lived away from the Panhandle area elsewhere in Idaho. About 6 of every 10 resided in the 5-county Panhandle area.

5. In 1980, 86.8% of the workers over age 16 worked in the area of residence. Responses of parents to the study indicated 79% of the working fathers and 92% of the working mothers worked in the county of residence.

6. Nearly all residents, 97%, were Caucasian. About one in ten males age 15 and over were separated, divorced, or widowed, and about 19% of the females were widows, divorced, or separated. Of all 1987 high school

seniors, about 40% did not live with both parents while attending school.

7. Unemployment was 9.1% in June 1986, and the highest rate, 23.2% was in Shoshone County; the rate for Idaho was 6.1%.

8. Large portions of the region are in relatively inaccessible National Forest areas of rugged mountainous terrain. Most of the population outside the Post Falls, Coeur d'Alene area resides in villages and towns scattered along transportation routes with which the region is well served. Nearly three-fourths of the college students get to NIC in less than a half hour from where they start the trip, but 13% travelled 45 or more minutes. The largest percentage of students traveling the longest were vocational students. Commercial air, rail, and bus accommodations are readily available to the region.

9. Most businesses (63%) in operation during the 1980-1984 years were small with one to four employees, and about 8 of every 10 firms (business and manufacturing) in the Panhandle 5-county area employed fewer than 10 employees. On the average there were 2 firms employing over 500 and under 1,000 employees and about 7 employing 250-499 employees. There are no really large business or industrial enterprises now in the entire Panhandle area.

   Slightly less than two-thirds of all firms responding (64%) to this study had under 25 employees. Nearly one-third (31%) were engaged in manufacturing and the rest were business enterprises. Primary activities of nearly one-half (46%) of the manufacturing firms were lumber and wood products except furniture (21%), primary metal industries (10%), and printing/publishing (15%). Primary activities of most businesses (47%) were services with auto and truck repair services foremost (25%) and food and bakery services (20%) next in order of frequency. Health and hospitality services were most frequently represented services in the responses. In addition to services, other types of business heavily represented were retail other than food and drink, finance/insurance/real estate, and eating and drinking retail.

10. In 1980, nearly three-fourths (72%) of all employed persons were private wage and salary workers, and 11% were self-employed or unpaid family workers; the rest were local, county, state, or federal government workers. About 20% of all workers over age 16 were in managerial or professional occupations, 26% were in technical, sales and administrative support (mid-level) occupations, 15% in service occupations, 17% in precision production crafts and repair, and 18% were operators, fabricators, and laborers. Less than 5% were in agriculture related occupations. During this study it was discovered that approximately 90 firms listed by the Panhandle Area Council Directory had moved or gone out of business. There has been a drastic curtailment of mining industry in the region since 1980.

    Occupations engaged in by most working fathers of children in grade 5 were: business 19%, agriculture with lumber harvesting and processing predominant 19%, building trades including construction 11%, and professional 14%.

11. Throughout the region in 1980 a higher percentage of women age 25 and over than men, except in Benewah County, had completed high school. Percentages of men graduates ranged from 62.7% (Shoshone) to 75.1% (Kootenai), and percentages of women ranged from 64.5% (Benewah) to 76.1% (Kootenai). The median years of school completed ranged from 12.3 years (Shoshone) to 12.7 years (Kootenai). Forty-four and 43% of the fathers and mothers, respectively, were reported by 1987 high school seniors to have had some college or to be college graduates. A fifth of the seniors reported their fathers had less than a high school education compared to 13% for the mothers. Five and 7%, respectively, reported fathers and mothers had attended a business or trade school. A larger percentage of fathers than mothers were reported having attained higher levels of education. One-half of all seniors reported parents had some form of education beyond high school.

    Nearly 6 of every 10 parents of children in grade 5 (fathers 59%; mothers 57%) had some form of schooling beyond high school; 18% of the mothers and 26% of the fathers were college or university graduates. Eight percent of the fathers and 7% of the mothers had graduated from elementary school as their highest level of formal education. Persons identified as community leaders who responded to the study were a select group educationally, for 59% had graduated from college, and 26% had completed some college; only 7% had received no formal education of any type beyond high school.

Community Educational Aspirations and Youth Plans and Interests

12. Three of every 10 seniors and 11% of the graduates indicated their parents insisted they continue their formal education after high school, and 61% of the seniors and 77% of the graduates felt their parents wanted them to continue their schooling if they wanted to do so. Thus 91% of the seniors and 88% of the graduates indicated parental support for more schooling, while 8% of the seniors and 7% of the graduates reported parents as being indifferent or negative about further schooling; a small percentage of each group did not respond to this question.

13. Types of education parents of children in grade 5 planned for their child to complete were high school (24%) and community college (21%), and percentages were similar among the 5 counties. Other types were trade, technical or vocational school (26%) and four-year college or university degree (62%), and percentages varied considerably among the counties with the highest percentages in Kootenai County and the lowest percentages in Benewah and Boundary Counties. Some parents planned that their child would complete more than one type of post-high school type of education. About the same percentages of parents who had lived in the school area five years or less as those who had been there longer had similar educational expectations for their child, except that a higher percentage of the oldtimers (24%) than the newcomers (18%) planned for their child to attend a community college.

14. Although 83% of all parents planned for their child to complete a community college or four-year college degree, 43% were very certain their child would attend school after high school graduation, and another

36% indicated their child would "probably" attend. Only 19% of the parents had a definite financial savings plan for their child's education, and 28% had no plan at all. Over one-fifth (21%) would encourage their child to earn his/her own way; 6% would pay all expenses outright. Others had a variety of plans such as expecting the child to win a scholarship, get training at government expense (e.g., military service school), and so forth. Three percent didn't expect the child to go to school or didn't respond.

15. Types of work which parents wanted their children to prepare for were skilled trades 16%, semi-professional, technical, or middle level business occupations 22%, and professional 49%; others didn't respond or had a variety of other ideas. A higher percentage of long-term residents (over 5 years) than newcomers and larger percentages in Benewah and Boundary Counties in than other counties were interested in their child preparing for a mid-manpower level business, technical, or semi-professional occupation.

16. All but 5% of the 1986 high school graduates responding had obtained some type of education or training after graduation. Twenty-three percent had attended a four-year college or university, and 26% had attended a community college. About 4 of every 10 had received on-the-job training, and 8% each had attended a military service school or a vocational/technical institute. Six percent had attended a private trade or vocational school, and 2% each had attended a business college or had taken a correspondence course. One percent had taken an adult education course, and 7% had some other types of training or education. A slightly larger percentage of girls (28%) than boys (24%) had attended a community college, but a larger percentage of boys (26%) than girls (19%) had gone to a four-year college or university. At the time of the study, 45% of the graduates were in school full time, and 28% were not gainfully employed either full or part time.

17. Two-thirds of all responding high school graduates indicated they had decided what kind of a job they wanted to be in ten years from now. By type of high school curriculum completed, the largest percentages had been in either a technical or college preparatory curriculum. One-third were undecided on what kind of a job they wanted to work at in the long-term future. Indecision ranged from 50% in one county to 29% in another, and a larger percentage of females than males were undecided. A decade ahead nearly one-fourth of the graduates planned to be working at the middle manpower level; slightly less than one-fifth (18%) planned to be in a skilled trade (most of these were in Boundary and Benewah Counties); and 4 of every 10 hoped to be in some type of professional work. Nine percent didn't know, and 8% gave no response. Professional fields were engineering, health related, teaching, social service, and some business related occupations. Many of the middle manpower fields were business related, service related, and industrially related, especially drafting and electronics technologies.

18. With variations in patterns of responses among the several counties, 63% of all high school seniors indicated their future plans would **definitely** include continuing their education after high school graduation somewhere in a school, college, or university. Over one-fifth (22%) of all seniors

indicated plans would **probably** include more schooling; 7% didn't know, and 8% (mostly boys) indicated plans would definitely or probably not include more formal schooling. Besides the 51% of all seniors who planned to continue their education the next year after high school graduation, 21% expected to work, 11% (mostly boys) planned to enter military service; 4% planned to travel and see some things, 11% planned to do other things, and 2% didn't respond to the question.

19. Although 85% of all seniors indicated future plans would definitely or probably include continuing their schooling somewhere, 51% expected to do so the next year after graduation. Of all senior boys and girls, 46 and 56 percentages, respectively, or a total of 51%, expected to pursue further schooling the next year after graduation. Except in Benewah County, a markedly larger percentage of girls than boys definitely planned to continue their schooling. Apparently about one-third planned to delay their further schooling until later. The largest percentage discrepancies between seniors with definite plans for more schooling and who expected to attend the year following were boys and girls in Kootenai County (17%), girls in Shoshone County (18%), and boys in Benewah County (11%). Of all seniors reported to be in the top third of their class academically, 74% expected to continue their schooling the year following graduation compared to 40% and 21%, respectively, of seniors in the middle and bottom thirds. Largest percentages of seniors who expected to continue their schooling the next year after graduation were in a college preparatory curriculum compared to those enrolled in other curricula.

20. While only 14% of all responding employers indicated none of their employees needed further training and/or education to improve their productivity, one-half indicated employees needing more education were high school graduates. Nearly one-third of the employers indicated persons whose productivity could be improved with additional training were persons with one or two years of college or technical institute training, and 19% indicated graduates of private trade or technical schools could benefit also from more education. One-fifth of the employers indicated the persons whose productivity could be improved with more education were those who possessed already a four-year or a masters degree. Two years of training after high school graduation was recognized by 26% of all employers for job advancement purposes, for initial hiring advantage 63%, for higher pay 22%, and for other purposes 5%. Such training was not recognized as such for any purpose by 21% of all firms from which responses were received in this study.

Community Contacts With and Impressions of North Idaho College

21. Next year, 1989, North Idaho College will have operated 50 years as a public college. About 3 of every 10 parents (27%) and 2 of every 10 community leaders (19%) reported having no past association with North Idaho College. Of the responding parents and community leaders 37% and 34%, respectively, reported some form of direct contact, and 36% and 40%, respectively had only indirect association through friends, relatives, or children. One-eighth of all high school graduates had never been on the campus of NIC, and percentages by county were: Bonner 29%, Boundary 28%, Shoshone 8%, Kootenai 5%, and Benewah 4%.

22. The predominant reason cited by all high school senior boys and girls as being of **much** importance why more of their classmates and friends did not plan to enroll at NIC was because the program they wanted was not offered. Cited as of **some** importance by the largest number of both boys and girls were high costs, desire to live away from home, NIC is too small, and desire for a better college. A higher percentage of both boys and girls in the top class rank than others cited as much importance the desire for a better college and program wanted wasn't offered. Judged as unimportant by most boys and of some importance by most girls were lack of social activities and lack of athletic programs. The largest incidence of responses of both boys and girls indicating reasons of no importance were types of students who attend NIC, inadequate information about NIC (36% believed this was a reason of some importance), advice of high school counselors and teachers (about 4 of every 10 believed this was of some importance), and lack of transportation (36% of the girls cited this as of some importance).

23. Reasons why the largest percentages of students enrolled at NIC were convenience of location and low cost for freshmen, desire to live at home and convenience of location for sophomores, presence of courses wanted and good reputation of college for vocational students, and presence of courses desired for special students. Most freshmen and sophomores went on to school after high school graduation because they wanted to enter an occupation requiring a bachelor's degree (44%), or associate degree or technical skills (14%), or to broaden their cultural-educational background (13%). One-half the vocational students continued in school, because they desired to enter an occupation requiring technical skills and/or an associate degree, for job advancement (14%), and for a broadened cultural-educational background (7%). The predominant motivation for special interest students was to gain a broader cultural-educational background.

    Reasons of importance why freshmen and sophomore students believed more of their friends and classmates did not enroll at NIC were lack of interest in further education and desire to live away from home. Vocational students cited the lack of interest but also lack of money and desire for a better college. Lack of interest was cited by special interest students along with desire to live away from home. Other reasons for non-attendance cited by college students were:

    a. Lack of information about NIC was cited as being of some or much importance by 43% of the freshmen and sophomores, 54% of the vocational students, and 22% of the special interest students. The predominant source of information about NIC for all students responding was written materials (50%) and word of mouth (14%). The source of most information about NIC varied among the groups with high school teachers and counselors being a source for over one-fifth (21%) of the vocational students, second to written materials. Written materials included newspaper articles, college program brochures, college catalogue, and the like.

    b. Desire for a better college was cited as a reason of some or much importance by 77% of the freshmen and sophomores, 53% of the vocational students, and 38% of the special interest students.

c. Lack of programs wanted was cited as a reason of some or much importance by 62% of the freshmen and sophomores, 47% of the vocational students, and 36% of the special interest students.

d. Relatively small percentages of students in any category of enrollment believed negative advice from high school counselors or teachers in the area was responsible as a reason more persons did not enroll at NIC.

e. Lack of transportation was believed to be of some importance by about 26% of all freshmen, sophomores, and vocational students as to why some other persons did not enroll; this was especially true for girls.

24. Reasons of greatest importance why parents of children in grade 5 would encourage their child to attend NIC were (1) convenience of location (59%), low cost (38%), good education offered (32%), and the offering of technical and semi-professional job preparation programs (28%). Other reasons were small classes (18%), friends enroll there (7%), special interest in students taken by college personnel (12%), and child's scholarship not good (2%). Reasons of greatest importance why parents might not encourage their child to attend NIC were (1) child might not be interested (44%), program needed not available (29%), want child to attend a better college (13%), and inadequate information about NIC (13%). Parents could identify more than one reason. Other reasons were: wanted the child to get away from home (4%), lack of transportation (2%), and inconvenient location (1%). Fourteen percent indicated they would definitely encourage their child to attend NIC, and the same percentage would definitely not encourage their child to attend NIC.

25. Convenience of location and lower costs than elsewhere were reasons cited by about 4 of every 10 community leaders as predominant reasons of most importance why students enrolled at NIC. Reputation for offering a good education (6%) and the offering of courses wanted by students (10%) were other reasons of most importance. The largest percentage citing good college reputation as a reason of most importance why students enroll at NIC were those who had been in their present residential location the shortest time. Two percent identified a variety of other reasons, but none felt an important reason was because students had difficulty in another college or were advised by others to go there.

26. Eighty-eight percent of the 1986 high school graduates believed the reason of some or much importance why more of their friends did not enroll at NIC was because they wanted a better college; 82% believed of some or much importance was a desire to live away from home. That the program wanted wasn't offered by NIC was thought by 81% of the graduates to have been of some or much importance why more friends did not enroll at NIC. Other reasons believed to be of much or some importance why more graduates did not enroll at NIC were lack of interest--83%, lack of money--75%, NIC is too much like high school--67%, little or no information about NIC--41%, lack of transportation--38%, teacher advice against enrolling--22%, counselor advice against enrolling--18%.

27. Graduates thought the kind of person most likely to enroll at NIC were persons who couldn't finance going elsewhere (76%), who wanted a technical/semi-professional career (68%), who desired a good education base for transferring to work on a 4-year college degree (62%), and persons who have been away from school several years (54%). Other persons graduates believed most likely to attend NIC were students with below average high school grades--39%, persons who wanted a good education--36%, students with average or higher grades--34%, persons who flunked out elsewhere or couldn't get into another college--24%, and persons with no financial difficulties--17%.

28. Three-fourths of the business and industrial firms encouraged employees to find job upgrading experiences, particularly in Kootenai and Shoshone Counties where 82% of the responding firms reported this practice. All manufacturing firms employing over 100 employees reported this practice. Obstacles thought to prevent employees from getting education they need and cited most by employers were (1) cost (43%), (2) home responsibilities (40%), (3) lack of time (39%), (4) lack of information about existing programs (31%), and (5) distance (31%). Other reasons were job responsibilities (23%), amount of time required to complete a program (23%), and employee indifference (23%). Distance was cited most by employers in Benewah, Boundary, and Bonner Counties. The largest percentages of both business and manufacturing firms employing over 100 employees indicated **lack of information** about existing programs was an obstacle which kept employees from getting further education and training which they need from outside the firm.

Evaluations of North Idaho College Programs

29. At least 9 of every 10 responding college students would enroll in NIC if they were making the choice again. A slightly higher percentage of vocational and special students than freshmen and sophomores would enroll again if they were making the choice again. This held true, regardless of the class rank students had in high school.

30. About 4 of every 10 college students believed their college program was giving them just what they needed; another 4 of every 10 believed their program was good in most ways but could be better in other ways. Sixteen percent indicated their course was fair but could be better or that it wasn't preparing them very well (3%). Students who believed their course of study wasn't preparing them very well were freshmen 15%, sophomores 13%, vocational students 0%, and special interest students 2%. The lower the high school class rank, the lower were the percentages who believed their program was preparing them well and vice versa.

31. Students who did not think they were getting just what they needed (53%) gave suggestions for improvement. Those focused upon the need for a greater variety and more types of offerings, the nature of classes offered (e.g., more field work, more competitive and strenuous courses), teachers and teaching methods, need for better resources (e.g., library), guidance and counseling, and general curriculum and institutional characteristics.

32. Support student services with which more than three-fourths of the students were familiar were library materials, counseling services, and financial assistance. Least known were legal assistance, testing services, and learning skills improvement. Over one-half did not know about testing services, job placement services, legal assistance, and learning skills improvement services. Least used services were legal assistance, child care, and Veteran's assistance. Largest percentages of students had no help from child care, legal assistance, Veteran's assistance and transfer information, while largest percentages got help from library materials, counseling services, and academic achievement (what courses to take).

33. About one-half (51%) of the community-leaders judged the quality of NIC to be average; 12% judged quality to be above average; and 4% thought it was below average. Nearly one-third (32%) indicated they didn't know about the quality of NIC programs. Largest percentages who did not know about the quality of programs were from Boundary and Shoshone Counties. A larger percentage of short-term residents (under 5 years) than others didn't know about the quality.

Interests and Demands for Further Education and Training Programs

34. Eight of every ten 1986 high school graduates expressed interest in further education. In addition to 23% who wanted to finish the program they had begun, 27% were interested in self-improvement, and 40% desired to prepare for a new job. Four percent wanted to improve in their present job, and 6% were interested for other reasons. Strong interest was expressed for further education in business-related fields, the professions, and industrial-related fields. Fewer than 6 of every 10 graduates (57%) currently interested lived in the Panhandle area, and most of these lived in Kootenai or Bonner Counties.

35. Twenty-eight percent of all 1987 high school seniors, 24% of the boys and 32% of the girls, planned to attend North Idaho College; 23% of all seniors planned to attend school out of Idaho some place other than Eastern Washington University or Spokane Community College, and 11% expected to attend the University of Idaho in Moscow. Other types of formal education planned by seniors were: military service school--6%, private trade or technical school (cosmetology, medical technology, business college, etc.)--5%, and vocational/technical institute--4%. Two percent were planning to attend Spokane Community College. One percent each planned to attend Idaho State University or Lewis and Clark State College, 0.3% planned to attend Northwest Nazarene College, and 5% planned to continue their education in some other Idaho four (3%) or two (2%) year college. About 0.5% planned to attend Eastern Washington University.

36. First choice fields of interest for further study for the largest percentages of high school senior boys were business administration, liberal arts and sciences, automotive/diesel mechanics, engineering technology, law enforcement, teaching, accounting/bookkeeping, and forestry/fisheries/range/wildlife. Second choice fields of greatest

interest for boys were automotive/diesel mechanics, business administration, general business, forestry/fisheries/range/wildlife, law enforcement, and engineering technology. For high school senior girls, fields of greatest interest as first choice for further study were teaching, business administration, liberal arts and sciences, legal secretarial, accounting/bookkeeping, nursing, and fashion merchandising. Second choice fields of greatest interest for girls were liberal arts and sciences, teaching, business administration, accounting/bookkeeping, fashion merchandising, child care aide, and art.

37. One-fourth of all seniors aspired to a profession including nursing, engineering, and teaching, and another one-fourth aspired to a business related job including owning their own businesses, data processing, and accounting. Four percent didn't know what kind of job they expected to be in ten years hence, 7% did not respond, and 3% identified a variety of miscellaneous types of jobs. Of the miscellaneous types of jobs, the only clustering was an interest in travel agent (1%). The other 36% were distributed among 18 other fields among which medicine/pharmacy/dentistry (7.2%), day care center--child care (6.5%), entertainer (5.5%), mechanics/machine shop (4.0%), and agricultural related jobs (3.2%) were of greatest interest.

38. Nineteen percent of all NIC college students responding indicated there was a program not offered in which they would have been more interested than the one in which they were enrolled. Most gave suggestions, and they tended to cluster in the business and health related areas with some suggestions in the industrial and agricultural related areas. If the sample for the study is truly representative of all students, and, except for a modest return rate, there is good reason to believe it was, then areas for further study would be the need for further work in hotel and restaurant management, interior decoration, and a sign language course for human services work.

39. The largest percentage of parents of children in grade 5 expressing current interest in further education for themselves were interested in business related education (30.4%) with accounting, business management, small business management, and general business management predominant. Next in order of interest were a variety of pre-professional programs, including liberal arts and sciences essential for a college degree leading to professional work, and computer science.

40. Community leaders gave 58 suggestions for credit type offerings they thought should be added; most are already offered, but some may not be (these are listed in Chapter II of Part II).

41. The fields of greatest employee demand for the future identified by employers were business and technically related. Chief among the specific occupations for which demand was anticipated were salesmanship and marketing, secretarial/clerical, accounting, computer science, electronics technician (industrial and computer), industrial supervision, mechanical engineering technician, drafting and design technician, air conditioning/heating/refrigeration technician, printing technician, heavy equipment operators, food preparation specialists, and automotive technicians. Demand was also found in the health care related fields with

expected demand for associate degree nurses predominant. Need for commercial artists was also expressed.

42. Employers identified a wide variety of employee types requiring post-high school education and training. Such training ran the gamut from one or two years of college/technical institute/trade or vocational school to four year college graduation plus professional certification (licensure). Listings clustered around middle manpower, technical and business occupations at the lower levels to management and professional occupations at the higher levels.

Interest in Non-Credit, Short Term, Special Interest Courses/Offerings

43. Approximately one-third of all NIC college students indicated they would like to study on a non-credit basis a topic of special interest with other persons having similar interests. Special interest topics suggested were in the fields of business, fine arts, social science, trade/industrial, science, and agriculture, social-personal type help, recreational, and health related classes.

44. Non-credit special interest, short term courses or classes of most interest to mothers of children in grade 5 were computer applications, painting, photography, practical consumer topics, secretarial skill refresher, and ceramics. Of most interest to fathers were computer applications, photography, practical consumer topics, management principles and skills, appliance repair, and heating, refrigeration, and air conditioning.

45. Seven of every 10 parents expressed interest in one or more types of assistance sometimes provided by a community college. About 3 of every 10 (29%) expressed interest in educational assistance related to starting a small business; 18% would be interested in job or career counseling assistance. Fifteen percent each expressed interest in refresher math and in individual music lessons. Fourteen percent (204 persons) would be interested in secretarial skill refresher type of assistance, and 10% (138 persons) would like to improve their reading skills. Eighty-six (6%) would be interested in individual sport instruction.

46. Fifty-four percent of all community leaders responding thought that the provision of more adequate information about special interest classes for adults was of much importance in causing more of their acquaintances and friends to enroll in non-credit, short term, special interest classes offered by NIC. Another 45% believed more adequate information was of some importance. Nearly 6 of every 10 community leaders (57%) indicated that the offering of special interest, non-credit classes for women in the daytime would be of some importance. About three-fourths of the community leaders from Bonner and Boundary Counties indicated better transportation facilities would be of some and/or much importance in causing more of their friends to attend non-credit, special interest classes.

47. Of all community leaders, 92% believed that of some and much importance in causing more of their friends and acquaintances to enroll in NIC sponsored non-credit special interest classes would be improved methods for determining the topics or subjects of interest to adults. Non-credit, special interest topics identified most frequently by community leaders as being of interest were:?

Car Care	Secretarial Skill Refresher
Home Repair	Principles of Supervision
Adult Basic Education	Oral Communications
GED Preparation	

48. Only 15% of all parents knew that the Community Services Office of North Idaho College would supply an instructor and materials on a cost basis for 16 or more adults with a common interest and desire for a specific course for study. Even in Kootenai County, 85% of the parents did not know about this provision.

49. Nearly one-half (45%) of all 1986 high school graduates expressed interest in studying with others having similar interests a topic of special interest on a non-credit basis. About one-half of these graduates, or 22% of all responding graduates, were currently living in the Panhandle area. Topics of special interest to the largest group of graduates were art, music, photography, history, psychology, sociology, business management, computer science, and auto mechanics. However, other topics were mentioned in the fine arts/humanities, social science, business, science, health, and industrial fields.

Adult Educational Cultural Services/Activities

50. Almost 2 of every 10 college students believed there were some types of educational-cultural services or activities which should be made available to Panhandle area adults. Suggestions included workshops, forums, lectures, cultural events, e.g., dances, concerts, etc. and various interest topics.

51. Nearly three-fourths (72%) of all responding parents did not know if there were types of educational-cultural activities needed by adults which were not currently available, but 13% indicated there was such a need. Largest percentages indicating there was a need for such activities were in Bonner (19%), Boundary (16%), and Shoshone Counties (15%). Of the suggestions for types of educational-cultural services/activities needed, 82% were made by mothers, and 18% were made by fathers. Most frequently suggested were expansions of courses into areas other than Coeur d'Alene (especially the Sandpoint area), desire for higher level courses which might be provided by an out-of-the-area college or university, both special interest and regular offerings in communications, business, health, agriculture, and industrially related fields, and personal/social assistance and job related counseling. Various types of fine arts related educational-cultural activities were suggested, and some types of physical education and recreational types were also suggested. A variety of miscellaneous specific types of offerings were suggested as well as a number of quite general types of comments were offered.

52. Slightly over one-half (53%) of the community leaders indicated there were ways NIC could cooperate more with community organizations or groups in promoting educational-cultural services of interest to residents, but 37% didn't know.

Adequacy of Community Educational Opportunities

53. About 5 of every 10 men and 4 of every 10 women college students believed educational opportunities in the Panhandle area beyond high school were adequate for all who desire more schooling; about 4 of every 10 men and women believed there was a fair amount of opportunity, but some persons weren't able to find what they wanted. Twelve percent of the men and 17% of the women thought such opportunities were poor.

54. Three of every 10 manufacturing firms and 28% of the businesses found it necessary to recruit employees from outside the Panhandle area. This was the case most often in the larger firms. Approximately one-third of all employers rated as poor the extent to which existing educational facilities in the area meet the off-the-job training needs of employees, and 52% rated this provision as only fair.

College-Community Cooperation

55. Suggestions were given by 53% of the community leaders for better college and community cooperation. Most focused on more college interaction with organizations, communications from the college, and methods of getting community inputs and doing needs assessments. Several suggestions focused on outreach offerings including the development of satellite classes in other towns of the region.

56. Ninety-three percent of all community leaders indicated that closer cooperation between NIC and community organizations in sponsoring special interest classes for adults was of some (48%) or much importance (45%) in causing more friends to enroll in them.

57. Of all employers responding, one-fourth would be definitely interested in discussing with North Idaho College officials the need or advisability of program development for job preparation, job upgrading, or retraining, and another 44% might be interested in doing so.

58. Three-fourths of the respondents from manufacturing firms and 82% from business firms indicated there were employment opportunities in their organizations for people with one or two years of technical or semi-professional training beyond high school. Besides direct monetary support for new education/training programs or services which 9% of the employers would consider, the type of support most (75%) would consider would be moral support and encouragement for employees to participate in job-related types of training. Other types of support were tuition and/or fee reimbursement (46%), released time (27%), and in-kind support such as staff, lab equipment, and space (13%).

Evaluations of High School Education

59. About one-half (49%) of all graduates indicated they had received little or no help from their high school in deciding what occupation they wanted to settle down in; 29% had gotten some help; 12% received lots or considerable help; and 9% did not respond to the question. Thirteen percent of the graduates who entered college and 15% of those who entered employment indicated their high school preparation had been inadequate; 29% of the former and 28% of the latter felt their preparation had been fair but all of it could have been better. Slightly less than 6 of every 10 graduates, regardless of whether they went to work or to college, were reasonably satisfied with their high school preparation; 2% who went to work and 9% who went to a college believed their preparation had been excellent.

60. About 45% of all graduates indicated there were courses they now wish they had taken in school but which were not offered. Most were advanced math and science courses, communication/language arts, business/commercial courses, and trade/industrial courses, however, some were breadth courses in the social sciences and humanities/foreign language fields.

61. Over one-half of all seniors (55%) felt their high school either had not prepared them very well for what they planned to do after graduation or that their high school education had been fair but could have been better. About one-eighth (12%) of all seniors felt their high school education had given them just what they needed in terms of what they planned to do after graduation, while another 32% felt their education had been very good in most ways but could have been better in other ways.

62. Adequacy of high school preparation was judged about the same by both senior boys and girls whose plans definitely or probably included more schooling, but of the seniors whose plans would definitely or probably not include more schooling, higher percentages of boys than girls believed their high school education had prepared them less well for what they planned to do after graduation. Approximately two-thirds of the boys and three-fourths of the girls submitted suggestions about how they believed their high school could have been improved, and most suggestions focused on standards, teachers, guidance, and on curriculum improvements.

63. There was a direct relationship between reported class rank and how adequate seniors believed their high school education had been--the higher the class rank, the higher the evaluation of adequacy. Evaluations of adequacy were also related to curriculum followed by seniors; the largest group (about one-fifth) who felt the school hadn't prepared them very well were in the general curriculum. The largest percentages of boys and girls in the college preparatory curriculum indicated their preparation had been very good in most ways but could be better in other ways. The largest percentages of seniors in the commercial/business education curriculum indicated their education had been fair but could be better as was also the case for homemaking, shop/industrial arts, and general education.

64. About two-thirds (65%) of all seniors indicated they had received little or no help or some but not very much from their high school in deciding what occupation they wanted to enter or in making educational plans for after high school graduation. Another 19% indicated they had received considerable help but could have used more, while 13% indicated they had received lots--almost all they needed. The largest percentage of seniors indicating they had received little or no help in occupational and educational planning were boys regardless of whether future plans would include more schooling. The largest percentages of seniors who felt they had received lots or considerable help in educational and occupational guidance were those who did not know if future plans would include more schooling. As reported class rank decreased for seniors, particularly among boys, the percentages increased who indicated they had less occupational or educational guidance help.

65. In general, the evaluation by seniors of selected guidance/educational services was associated with reported order of class rank. Also the better seniors believed their high school preparation had been, the higher they evaluated the provisions of information on vocations, information on college, social activities, variety of course selections, and someone in whom to confide about school problems.

66. Judged as poor by the largest number of both boys and girls was the provision by the high school of someone in whom the seniors could confide about personal problems. The provision of someone in whom they could confide about school problems was judged as fair by the largest incidence of response by both boys and girls. In both cases, higher percentages of girls than boys judged the provision of someone in whom they could confide to be better. Regardless of how adequate seniors believed the high school had prepared them, the provision of someone in whom they could confide about personal problems was judged as poor.

67. Over one-half of all seniors judged the information and materials available on vocations as fair, while slightly over one-half the girls (51%) evaluated information available on going to college as good, and the largest incidence of boy's responses (44%) indicated this provision was fair. In each instance higher percentages of girls than boys evaluated these provisions to be better. The largest incidence of response for all seniors evaluated as fair the high school social activities and numbers (variety) of courses from which to choose.

Factors Associated With School Non-Attendance

68. High school seniors not planning to continue their formal education in a school and who were not interested in any alternate form of education represented 7% of all seniors responding to the study; 11.7% expressed interest in military service training; and, 10% were interested in on-the-job training with a firm. Of all seniors 5.2% wanted to work as an apprentice to learn a trade; 0.6% were interested in correspondence study, and 0.2% were interested in some post-graduate high school work. Of the boys whose future plans would definitely or probably not include more schooling, only 10% would change plans if more money were available; 45% would not change plans; 30% might change plans, and 15% did not

respond to this question. Of the girls with similar plans, only 11% would change plans if more money were available; 57% would not change plans; 29% **might** change plans, and 3% did not respond. Seniors whose plans would definitely or probably change with more money represented 3% of all seniors, or 38 persons.

69. Of the 1987 high school seniors whose future plans probably or definitely would not plan on attending school anywhere, 19% indicated they wanted to work and make money, while 16% indicated it was too expensive and they couldn't afford it. Fourteen percent were tired of school or felt they had had enough education; 6% wanted to get married; and, 9% indicated they couldn't make good enough grades. Only 5% thought schooling was a waste of time, and only 4% (possibly some of the same ones) believed that people who don't go to college get ahead just the same. One percent each cited poor health or that parents didn't want them to continue in school.

70. Of the 1986 high school graduates with no present interest in further education, 15% indicated parents were either indifferent or negative about their continuing in school compared to 5% who expressed present interest in more education. Sixteen percent of the graduates with no further education or training reported their parents were indifferent or negative about their continuing their education compared to 3% who had attended a college. A positive relationship was found between seniors' plans for more education and reported high school class academic standing, levels of education attained by parents, how seniors thought their parents felt about them continuing in school after high school graduation, and perceived status of family income (particularly for girls).

71. One-third of all graduates indicated they would have continued their formal education had more financial assistance been available, and 20% indicated financial reasons as of most importance why they were not in school at the time of the study. Other reasons for not being in school were family responsibilities--8%, military service--6%, lack of time--5%, already completed a school attended--5%, low grades--2%, program unavailable near place of residence--2%, and no interest--4%.

72. About one-half of the responding 1986 graduates (48%) had completed a high school general curriculum, and 24% had taken a college preparatory curriculum. A business curriculum had been taken by 9%; 8% had been in a shop or industrial arts curriculum; and, 3% completed a technical curriculum. Two percent had been in a home economics/homemaking curriculum, and 4% completed some combination of curricula. Percentages of graduates not continuing schooling in a college by curriculum were: college preparatory--8%, general curriculum--49%, business--27%, home economics--20%, and shop or industrial arts--68%.

College Program Support

1. Finance

73. The sources of College operating revenue in 1987 were state government (including federal flow through dollars)--44%, local government--30.3%, student tuition and fees--2[illegible]%, and other sources--4.7%. Operating expenditures were instruction--45%, operation and maintenance--11.8%, student services--10.9%, institutional support--9.6%, academic support--3.7%, public service--1.3%, and scholarships--16.8%.

74. Since 1977 operating revenues from state government decreased by 14.1%, while there were increases from local government of 12.4% and from students of 3.4%. Expenditures for instruction decreased by 5.1%, while there were increases of 2.6% for operation and maintenance, 1.3% for public service, 2.2% for academic support, and 0.7% for institutional support.

75. Exclusive of gifts, grants, and contracts (which are variable and temporary), college operating income increased each five years from 1972 by 216%, 174%, and 147%, while expenditures including mandatory transfers and auxiliary enterprises increased by 297%, 142%, and 160%. Total annual budget operation expenditures increased from 1972 to 1987 by 11.3 million; operating expenditures in 1987 were 13.2 million.

2. Instructional Support

76. Most faculty, part or full time, had taught at the college level only at North Idaho College. About one-fourth (26%) had worked at NIC less than three years; nearly one-third (32%) had been there 4-10 years; and, 42% had been there over 10 years.

77. The availability of instructional materials, aids, and supplies was judged as good or excellent by 71% of the faculty, and 61% judged as good or excellent the instructional equipment provided for use. Over one-half (57%) judged as fair or poor the available instructional classroom/lab space.

78. Suggested improvements of instructional spaces most frequently made by faculty were ventilation and heating controls, more office space, better configuration of classroom and lab space, more instructional equipment space, and more student learning stations. Other specific suggestions focused on need for more adequate means of darkening spaces for audio-visual equipment use, need for additional computer usage, better environmental controls, more adequate display arrangements, and improved space configurations.

79. Instructional methods which instructors would like to use more but which require improvements were computer assisted instruction, small group discussions, laboratory procedure practice, library reading assignments, assigned lab experiments, student work projects, student oral reports on assigned topics, and several forms of audio-visual types of instruction.

80. Currently, predominant teacher centered teaching methods used most were lectures, question and answer sessions, and chalkboard presentations. Predominant student centered methods were textbook reading assignments, small group discussions, student notebook development, and use of written study guides.

3. Space Utilization and Adequacy

81. Instructional classroom spaces found to be most adequate with some types of improvements noted were those in the Communication Arts and Hedlund Buildings. Lab spaces found to be most adequate were the Communication Arts sculpture spaces, the mechanical arts micro-computer center, and Room 220 of Hedlund.

82. The most adequate support facilities were the student services facility, administrative offices, and with some exceptions, most faculty offices.

83. The least adequate, but probably the most important single support facility in a college, was the library which in its present condition fails to meet minimal adequacy standards to support quality collegiate programs and instruction. The location is not centralized and easily accessible to all the campus; the space of 7,800 sq. ft., where a minimum of 24,000 sq. ft. is needed, is woefully inadequate and falls far short of being able to accommodate 20% to 25% of the headcount enrollment at any one time; the general decor is unappealing; and, the size of the book and other materials collection needs to be increased to support adequately the full range of programs and student needs. Current library holdings contain no materials to support upper division or graduate level offerings sponsored by Lewis-Clark State College or The University of Idaho; responsibility for such materials should reside with those institutions.

84. The least adequate classroom instructional facilities were the gymnasium which fails to meet minimal standards for athletics and physical education, Seibert Hall, the Library Building, and Seiter Hall. The least adequate lab spaces were the spaces used for the air conditioning and refrigeration program, the Winton Cardinal Room, the Library math lab and math/science study area, Seiter Hall Room 202 and 307, and Hedlund 201.

85. The least adequately accommodated instructional program was business which was scattered in at least four different buildings around campus.

86. Overall the college had a small excess of net assignable square feet for instructional purposes to accommodate current enrollment levels and some future enrollment expansion. Approximately 40% of the classroom spaces were found to accommodate more students than there was a standard of square foot capacity, thus resulting in impressions by students, faculty, and some administrators of overcrowding.

87. The buildings and grounds were found to be well maintenanced and cared for.

88. There were no available campus facilities inventory and set of building blueprints, a campus facilities development plan for systematic renovation, rehabilitation, disuse, or new construction, or a concensus about the nature of image to be projected to the community at large by the college physical appearance and development.

89. Access for handicapped persons, uniform signing of buildings and spaces within buildings, signing along arterial ways leading into Coeur d'Alene noting location of the college, building energy conservation and control measures and improvements in coordinated color and design schemes particularly within building interiors. Continued effort should be made to maintain such health and safety measures as highly visible easily accessible fire extinguishing equipment, detection devices, and well marked evacuation exits.

College Inputs, Throughputs, and Outputs

90. With variations in patterns of high school enrollments among the counties, 30% of both boys and girls were in a college preparatory curriculum; 13% of all seniors were in a business or commercial curriculum, 8% in a shop or industrial art curriculum, and 40% in a general curriculum. Six percent reported being in some other curriculum (combination) and 2.2% were in a home economics or agriculture curriculum. Thus, 70% were in a general or a college preparatory high school curriculum. Nearly two-thirds (65%) of all seniors worked part-time while attending high school.

91. Of the 1987 senior boys and girls planning to attend NIC, 62% and 76%, respectively, indicated their plans would **definitely** include attending school, while 33% and 24%, respectively, indicated plans would **probably** include more schooling. These seniors represented 36% and 28%, respectively, of all seniors whose plans definitely or probably would include continuing their education. By reported high school class standing, 21% of the boys and 32% of the girls in the top third expected to attend NIC as did 28% and 34%, respectively, in the middle third. Of seniors in the bottom third, 18% of the boys and 28% of the girls also planned to attend NIC.

92. Eight of ten currently enrolled college students were either from Kootenai County or from outside Idaho; only 3% were from Benewah and Boundary Counties, 7% from Shoshone County, and 5% from Bonner County. The rest (5%) were from Idaho outside the five-county area. Over 9 of every 10- vocational students were enrolled full-time compared to 7%, 67%, and 81%, respectively, of the special interest, freshmen, and sophomore students. Largest percentages of students were enrolled in business administration and small business management (22%), general and liberal studies (15%), industrial/technical education (10%), and human services (13%). One-third of all students were unemployed, and 27% worked 20 or fewer hours. About one-half of the special interest students worked 30 or more hours weekly as did 18% of the vocational students.

93. Slightly over one-half the freshmen (53%) and two-thirds of the sophomore students expected to complete a degree or certificate program at NIC. About 9 of every 10 vocational students planned to complete a degree or certificate program at NIC as did 15% of the special interest students. The next year after they are through attending NIC higher percentages of men than women freshmen and sophomores expect to transfer to a 4-year college or university for further study; 55% of the freshmen and 58% of the sophomores expected to make this transfer. Only 7% of the special

interest students expected to transfer to a 4-year institution. Larger percentages of all women than of all men freshmen and sophomores expected to work full-time after attending NIC as did all the women and three-fourths of the men vocational students. Percentages of students who expected to terminate their formal education at NIC were freshmen 18%, sophomores 15%, special interest 53%, and vocational 32%.

94. Approximately one-third (32%) of all parents of children now in grade 5 were very certain their child would attend North Idaho College or would probably do so. Slightly over one-third (34%) of the residents for over five years gave this response compared to 26% of the newcomers. Of the newcomers (residence less than 5 years), 20% were quite certain their child would not attend NIC or probably would not do so compared to 15% of the longer term residents. About the same percentages were uncertain, regardless of time lived in the area.

95. Approximately one-fourth (26%) of all 1986 high school graduates had attended North Idaho College, and most of those were residents of Kootenai and Shoshone Counties. Another 22% had attended a college or university outside of Idaho. Six percent had attended the University of Idaho, and approximately 5% had attended one of six other Idaho colleges or universities. High school curriculums completed by graduates enrolling at North Idaho College were: College preparatory--24%, general--51%, business/commercial--11%, technical--3%, shop or industrial arts--5%, homemaking--1%, and other--5%.

96. An attempt was made to obtain comparative data on characteristics of entering college students and on those completing programs and receiving credentials such as certificates and degrees. Knowledge of academic progress and performance by gender, previous grade records, geographic residence origin (by high school or county), and college program of study from entry to program completion (or leaving) during specified time periods would provide a basis for development of guidance and other student support services, policy development, and evaluation of institutional effectiveness. For example, a comparison of the geographic residence origin of entering students by program compared to the geographic resident origin of students completing programs and being awarded certificates and degrees would reveal whether both groups were equally as broadly representative or whether attrition is more acute among some groups than others. Ability to track student cohorts by program and any one or several other characteristics would help officials know better the nature of its inputs, what happens within the educational process, and the nature of its finished products (outputs). Currently data elements are not computer inputed in the record system and/or computer programs have not been developed by the college personnel for systematically accessing such information.

Other Types of Educational Provisions in the Area

97. In addition to some limited extension offerings by the University of Idaho and Lewis and Clark State College in the Coeur d'Alene area of college work at higher levels than provided by NIC, types of educational programs provided by business and industrial firms and vocational offerings in high schools are important.

98. On-the-job training was reported for employees by 89% of the firms responding, and two-thirds (65%) provided initial employment orientation. Four of every 10 firms provided specially organized training designed to improve employee understanding and/or performance, and 3 of every 10 firms had training sessions aimed at attitude development and good working relationships. Eleven percent had pre-employment training programs. Only 5% had none of these types of training. In-house types of organized employee training programs were found more frequently in larger size businesses and industrial enterprises than in the smaller ones. A larger percentage of small manufacturing than business firms had no form of employee training. Larger percentages of manufacturing than business firms had pre-employment training for employees, and larger percentages of business than manufacturing firms provided organized on-the-job training programs for employees.

99. Data sought in the detail needed for determining the nature and scope of vocationally oriented high school offerings were complete for only six of the fourteen schools to which information requests were forwarded. The picture of this important base of secondary school offerings is incomplete.

Conclusions

In this section are presented conclusions of the study based upon the findings. Taking the entire study into consideration and all the findings, each conclusion, supported by the information developed, is what the writer thinks about what was found. Such conclusions serve as the basis on which recommendations are evolved.

General

1. The percentages of response from groups outside North Idaho College from which information was sought for this planning study is indicative of a relatively high level of community interest in the college and both its improvement and future development.

2. Responses of the different school districts to information requests during this study would indicate there needs to be developed a greater level of trust and confidence and spirit of collaborative cooperativeness between college and public school officials. These are often by-products of persons at both levels of education with mutual interests getting to know each other and finding success and satisfaction in working together to achieve tangible solutions and improvements with youth as benefactors.

3. The occupational/industrial structure of the labor force in the 5-county North Idaho Panhandle area has undergone a significant change since 1980 as has the age composition of the total population. Both will continue

to change throughout the next several decades ahead, and these changes will affect both the nature of trained manpower needed to man the economy and the opportunities for employment by residents. With the advent of a drastic curtailment of mining and related industry, which because of economic factors is unlikely to ever be restored, there has been a marked shift toward all types of service industries. Lumber harvesting and wood processing is likely to remain the major type of manufacturing industry for at least another decade or so. A relatively high proportion of the labor force will continue to be in middle level managerial, technical, semi-professional, and professional occupations.

4. The area is destined to experience a relatively steady and continuous population growth. The population bulge of persons both over age 54 and under age 15 will impact the educational facilities of the area from kindergarten through the North Idaho Community College and beyond to yet undeveloped higher level collegiate programs which cater to the manpower demands and personal interest needs of the population for bachelors and masters degrees.

5. While evidence was not available on the numbers of persons moving out of the region, except for high school graduates, there is considerable population movement into the region, especially along arterial routes, as evinced by the percentages of residents who had lived in their present location 5 years or less.

6. Based upon the percentages of residents with some form of post high school formal education, the reflection of parental educational aspirations through perceptions of youth and parents themselves, and emphasis on and recognition of education and training by employers, there is a relatively high level of general community educational aspiration for education in the region.

7. North Idaho College situated in Coeur d'Alene near the juncture of the east-west Interstate 90 and the north-south US Highway 95 which traverse the region is near the center of population and geographically accessible to residents on a daily commuting basis, except for the northern and northeastern portions of the Panhandle. The campus location west of the business district on the shores of scenic Lake Coeur d'Alene and confluence of the Spokane River is ideally situated to serve the region.

North Idaho College--Image and Understanding

8. There is widespread lack of information throughout the region that the courses offered during the freshman and sophomore years by North Idaho College are the same ones as are offered and required by any university or four-year college for students regardless of profession (medical doctor, lawyer, teacher, engineer, etc.) or major field students plan to go into. This fact is manifest by the relatively high percentages of high school graduates, high school seniors, college students, and parents who indicated the reason potential students don't enroll at NIC is because the program they wanted was not offered.

9. There is throughout the region, among youth and adults alike, a lack of information and understanding about NIC and the credit programs offered. This is manifest in the percentages of college students, high school graduates, and high school seniors who indicated a reason some persons don't enroll at NIC is lack of information and the high percentage of larger business and industrial firms citing lack of information as a predominant obstacle which prevented employees from enrolling. This lack of information was exhibited also in the suggestions given by community leaders for credit type offerings they thought should be added.

10. A wholesome positive view of North Idaho College exists throughout the region. It is not thought of as a place of last resort for students with poor scholarship or for persons who couldn't succeed elsewhere. None of the credit program college students or community leaders thought the reason some students were there was because they had been denied admission elsewhere or had difficulty in another college, and only 2% of the parents indicated poor scholarship was a reason they would encourage their child to attend. Nearly two-thirds of the community leaders believed the quality of NIC was average or higher. A large percentage of high school seniors indicated the types of students who attend NIC was of no importance as to why students might not attend; however nearly one-fourth of the high school graduates indicated a type of person most likely to attend NIC in their opinion was one who flunked out elsewhere or couldn't get into another college. While, in general, the view held about NIC is positive, continuous effort is needed to portray the facts and to dispel incorrect perceptions such as exhibited by some high school graduates.

11. The reason of desiring a better college cited by relatively high percentages of several groups as to why students do not attend North Idaho College could mean many different things. To some it may mean more extensive social activities or well known athletic programs, however for most high school senior boys these features were judged unimportant but thought to be of some importance by girls. Just what this means in the minds of college students, high school seniors and graduates and parents remains as a subject for additional inquiry. This reason could mean that members of the various information groups were not aware of the academic successes of NIC students and graduates who transferred to a four-year college or university or of job-related successes of those who went to work after completing a program at NIC or who advanced in their work because of programs taken at NIC.

12. High school teachers, counselors, and administrators need to possess a complete and accurate up-to-date understanding of the College and its programs. According to college students, besides written materials high school teachers and counselors constituted a main source of information about NIC, particularly students in vocational programs. Although relatively small percentages of NIC college students indicated that negative advice from high school counselors or teachers was a reason why some persons did not enroll, about 4 of every 10 high school seniors indicated this matter was of some importance as did about 2 of every ten high school graduates.

13. The impression that North Idaho College is too much like high school perceived by NIC college students and by two-thirds of the high school graduates as a reason why some persons don't enroll there should be a matter of concern. What this means remains a subject of further inquiry. It might mean not living away from home--or very far from home. It might mean a library or other physical facilities which have the appearance of being high-schoolish. It might mean the lack of enough college laboratory practice facilities, library research assignments, or work projects outside the classrooms or something else.

14. A relatively large percentage of parents, community leaders, and high school graduates (especially from Bonner and Boundary Counties) have had either no contact with North Idaho College or only indirect association. About 3 of every 10 high school graduates from Bonner and Boundary Counties had never been on the NIC campus.

15. There was a consistency of responses from different groups which attest to the validity of information received. For example, 51% of the 1987 graduating seniors indicated they planned to attend college the next year, and, in fact, 49% of the 1986 high school graduates had done so. Occupational aspirations of parents for their children were professional--49%, middle manpower--22%, and skilled trades--16%; types of work 1986 high school graduates wanted to be in ten years hence were professional--41%, middle manpower--24%, and skilled trades--18%.

North Idaho College--Program Evaluations

16. There was a high degree of satisfaction among NIC students with the adequacy of their programs. This was manifest by the fact 9 of every 10 students would enroll at NIC if making the choice again and 8 of every 10 thought their program was good or excellent in giving them what they needed. While the former decision was the case regardless of high school class rank or program type, the program satisfaction was judged lower by students from the lower high school class ranks.

17. All college students were not as well informed about all the available student support services available to them as they might have been.

18. All college programs seemed to be properly housed with faculty offices and instructional spaces grouped, except business for which there is high community interest and demand and vocational-technical programs in carpentry and air conditioning/refrigeration.

Implications of College Enrollment Input Characteristics

19. The college will need to continue its current number and level of student personnel services and financial support for them with particular emphasis on provisions for occupational/career choice guidance and counseling and on learning developmental (vestibule and supplementary) programs. While about a quarter of the recent high school graduates who enroll at NIC will have had a high school college preparatory curriculum, most will have completed a general education curriculum, and a large

portion of them will not feel their high school prepared them very well. As in the past, incoming youth will be fairly evenly distributed among the top, middle, and lower thirds of their high school classes. A high percentage, especially from the middle and lower thirds of their high school classes, will believe their high school didn't give them much help in deciding what occupation they wanted to enter or in formulating educational plans. In general, incoming students who did not take either a high school technical or college preparatory curriculum will be the most undecided about future plans.

20. Instructional methods used by faculty will need to continue to differentiate between the learning styles of mature adults and more youthful recent high school graduates as well as among students whose previous academic performance ranged the gamut from very high to quite low. One-half the students are over age 27, and this age may be expected to rise if more cooperative relationships are developed with employers and more of the older age group over age 54 take advantage of the college.

21. College officials need to know more about the nature and characteristics of all types of students who enroll, what progress they make, and what happens to them as they leave or graduate. Such information would include but not be limited to the proportion of special interest students who move into either a vocational/technical or academic college program, the proportion of students who transfer to a four-year college or university after one, two, three, or four semesters of work at NIC, how young recent high school graduates from each third of their high school class perform in college programs, how students in general from each high school in the region perform at the college, the proportion of incoming students by program who earn a credential at the college (degree or certificate), and how well students who complete a college program and enter a job or who have a job and take college credit work or who transfer to another college think their college work at NIC prepared them.

22. Particular attention needs to be given to the offering of programs and services of interest and help to young females. A higher percentage of females than males from the high schools attend NIC, and a higher percentage of females than males will not continue their education beyond NIC.

23. Lack of finances is a deterrent for youth and adults in taking advantage of education and training opportunities beyond high school. A positive relationship exists in the region between the intent of youth to continue their education beyond high school and such factors as class academic standing, educational levels attained by parents, perceptions of family income status, and perceptions of how they think parents feel about them continuing in school.

Program Development

24. The expressed interests and aspirations of people for various types of education and the types of education employers identify as needed to upgrade workers and to provide needed kinds of needed employees provide

clues to be further explored by college officials for college program examination and development rather than specific program recommendations. Business related fields and program options which need to be carefully considered are business administration and management, small business management--private entrepreneur, salesmanship and marketing, accounting/ bookkeeping, general business management, fashion merchandising, secretarial/clerical including legal, hotel/motel/restaurant management, computer science/data processing, commercial art, graphic arts--printing technology, and travel agency work and management. Service related fields and program options are day care center operation, child care aide, sign language for human service workers, law enforcement, nursing, and food preparation specialists. Industrially related technological fields are both industrial and computer electronics technologists, mechanical engineering technician, drafting and design technology, air conditioning/ heating/refrigeration technology, industrial supervision, engineering technician, auto technology and auto/diesel mechanics, and heavy equipment operation. Other fields are art, interior decoration, and forestry/ range and wildlife work and management.

25. Due to the strong interest in types of occupations requiring a four-year or higher college degree, the sophomore year level offerings of arts and sciences courses needs to contain sufficient breadth to accommodate the diverse pre-specialization interests of students who are preparing to enter a wide variety of professional level occupations.

Continuing Education Special Interest Courses/Offerings

26. Since participation in meaningful college sponsored, short term, non-credit, special interest courses of interest has been demonstrated to be both a vehicle or avenue for adults to enroll in credit programs and a means of engendering support and closer community cooperation, college officials need to re-examine the present format, location, and means of determining what and how such services are provided. A very high percentage of community leaders felt that improved methods were needed of determining special interest topics or subjects of interest. A substantial majority indicated such classes for women should be offered during the day.

27. Residents of the Panhandle area, in general, lack information about college policies and services regarding non-credit, short term, special interest courses, offerings, and assistance. Even in Kootenai County adults were not familiar with college policies regarding special interest offerings.

28. There is a backlog of educational interest among adults of the area, especially in Bonner, Boundary, and Shoshone Counties for types of educational assistance and special interest educational offerings.

29. Topics, subjects, and fields which need to be considered for non-credit special interest offerings and assistance are of wide scope and varied. Some are secretarial skill refresher, management and supervisory principles and skills, computer applications, starting a small business, practical consumer topics, photography, improvement of reading skills,

oral communications, refresher applied mathematics, individual sport instruction, and individual music lessons. Others were appliance repair, home repair, car care, painting, and ceramics. Other specific suggestions by graduates and college students contained in the report were in the fields of business, fine arts, humanities, social sciences, science, trade and industrial, health, and recreationally related. Adult basic education and GED preparation were mentioned by community leaders.

Educational Cultural College-Community Related Activities

30. Cooperative working relationships between college personnel and community leaders throughout the region, particularly with community groups and organizations, and in communications from the college need strengthening and considerable expansion in the interest of improving both educational-cultural services (such as cultural events, forums, workshops, concerts, lectures) and special interest offerings.

31. Within the suggestions for improving the educational cultural-community related activities was a strong indication of desire for improved services to the northern portion of the Panhandle area through the establishment of both college credit and special interest programs in Sandpoint. If this is not done with dispatch, there are hints that people there will seek other means of getting such programs for themselves.

32. College officials need to capitalize without delay on the willingness of one-fourth of the employers who expressed definite interest, and another 44% who might be interested, in discussing with them the need and avisability of program development for job preparation, job upgrading, or job retraining. At the same time over 8 of every 10 employers rated as either poor or fair the extent to which existing educational facilities in the area meet the off-the-job training needs of employees, they are willing to provide various kinds of support.

33. Types of support for college program development employers indicate they would provide range from direct monetary support, tuition and fee reimbursement, and employee released time to in-kind staff, equipment, and space support to moral support and encouragement for employees to participate in educational programs.

Program Support

34. Even if the enrollments increase as projected in the foreseeable future due to population growth, an increase in service level above 30 persons per 1,000 (Washington community colleges serve approximately 50 persons per 1,000), and attraction of a higher percentage of high school graduates, North Idaho College will not have reached a size where the question of "how large should the college be" would be a serious consideration. This kind of question will not exist in the foreseeable future.

35. Except for need of additional improved vehicle parking space, the badly needed construction of a new library and classroom facility combination to replace several small inefficient buildings (such as the Business Annex, the Mechanical Arts building and the Industrial Arts building), the campus has enough space, through proper scheduling during the day (7 am to 11 pm) and week to accommodate future enrollments. While a large percentage of the students work part or full-time and prefer morning and early afternoon classes, as the college grows in size students and faculty alike will adjust to different schedules just as they have in other places. In many community colleges, there are up to three times as many students on campus at night in college academic and technical programs as there are during daytime scheduled classes.

36. Present college instructional square foot space is more than enough to accommodate current enrollment levels and some future expansion. The scheduling for 40% of the classroom spaces of more students than square foot standards per student permit and crowded parking spaces have given the impression of overcrowding. Space utilization studies indicated that not only can most available space be used a greater percentage of time during a week, but some spaces could accommodate more students in the spaces when they are used.

37. Future facilities planning for the near future needs to focus on alternatives for improving conditions in some classroom and laboratory facilities in Seibert Hall, Seiter Hall, and Hedlund and over the longer term for meeting minimal standards in provision for physical education and athletics and an adequate size library to accommodate the academic support needs of all instructional programs.

38. Relatively low and cost effective improvements in color coordination and design schemes, uniform and easily visible signing of buildings and interior spaces, and in environmental control and energy conservation would greatly enhance the functional comfort and usage as well as a college-like atmosphere and decor.

39. The College should work to improve handicapped access to buildings, access within buildings to classrooms and laboratory spaces, and access within instructional spaces to student learning stations. Continued sensitivity should be maintained regarding adequate provisions of such health and safety measures as exhaust systems, highly visible building evacuation routes, and highly visible easily accessible fire extinguishing equipment. One can wonder if the previous absence of handicapped students is because there aren't any in the service region or whether the present facilities are not geared well to serve them and what the ultimate liability of the college might be if such students sought access through legal means.

40. There was a good balance among faculty in terms of job tenure at North Idaho College.

41. Some improvements are needed in the provision of instructional materials, aids, and supplies and equipment which, for the most part, were judged by faculty as satisfactory, however the greatest need for improvements to facilitate instruction focused on space configurations, storage for instructional equipment, ventilation and temperature controls, more

display arrangements, provisions for darkening spaces for greater use of audio-visual equipment, flexible interior arrangements to permit greater use of student group discussions and student work projects, provisions for greater computer usage, and provisions for assigned laboratory experiments and laboratory procedure practice.

42. A detailed space functional adequacy evaluation revealed a variety and number of matters which were space specific that might (should) command the attention of college officials in considering and prioritizing needs for improvement.

43. A facilities inventory, including blueprints of each building and the whereabouts of utility installations and a long-term comprehensive physical facilities development plan for the systematic disuse, renovation, maintenance and repair, rehabilitation, and new construction is needed.

44. Financial conditions of the college have reached a status which will necessitate some policy decisions in the acquisition and utilization of resources. Revenues for college operation have not increased in proportion to increases in expenditures required as enrollments increased and program offerings expanded to carry out the mission of educational service to the region appropriate for a public comprehensive community college. Between 1972 and 1977, income increased 216% and expenditures increased 297%; between 1977 and 1982, income increased 174% and expenditures increased 142%; between 1982 and 1987, income increased 147% and expenditures increased 160%.

45. College officials and the Board of Trustees need to read and digest not only the contents of the Executive Summary, but also the detailed findings reported in Parts I and II of the study report and to establish procedures for developing an action plan.

Recommendations

Based on the findings and conclusions of the total long range planning study, the recommendations listed below are presented for consideration by North Idaho College officials.

General

1. A procedure should be established by which college administrators and faculty read and digest the contents of Parts I, II, and III of this study report with a goal of identifying needed future improvements and developmental types of changes which can be classified for short term, medium term and long term action consideration. A task force approach to this job may be useful and is recommended for consideration. Definite plans for action should be evolved from this activity.

2. The time has come in the life of North Idaho College development when a serious consideration (or reconsideration) needs to be given by the administration and Board of Trustees to policies affecting future development of the College. Faced with a prospect of potential enrollment growth in an area that is expected to grow in population steadily, with a convergence of income revenues and expenditures, with limitations of some campus space and facilities (particularly parking), and with indications of service area residents' desire for more geographically accessible and appropriate offerings and services, there are major policy decisions needed. Some are: whether the College will continue to serve only those students who enroll and will be provided classes only on campus, whether the college will seek to alter the historic proportions of clientele such as special students, technical and mid-manpower occupationally oriented students, and students expecting to earn a bachelor's or higher degree before entering the work force, whether the College will continue its open admissions policies characteristic of community colleges generally, whether the College will assume a greater role in serving as a catalyst for the promulgation of educational-cultural informal community development and enhancement activities throughout the service area, whether the present deployment of operating financial resources should be continued for student scholarships, whether the local tax base for college support should be expanded to encompass all the territory in the primary service area, and whether the College will become more an integral part of the fabric of economic and social life of the service area seeking to develop itself in conjunction with rather than independent from all other aspects of the warp and woof of community life.

3. An action plan should be developed to let more people in the service area know the college is there and to keep them informed about the nature and scope of credit and non-credit offerings and services and the successes achieved by students, who because of education and training, advance in the workplace, enter first time into the technical and mid-manpower levels of the work force, and succeed in higher levels of collegiate education. To this end it is recommended that consideration be given but not limited to the following:

    a. Work with the appropriate highway officials to install along all approaches to Coeur d'Alene city signs proclaiming the presence and existence of North Idaho College.

    b. Create and structure events in conjunction with public school district officials so that more high school students, particularly in Bonner and Boundary Counties, have opportunity to have meaningful experiences on and contact with the North Idaho College Campus and facilities. Involve NIC students from each of the school districts in the conduct of such events.

    c. Take the initiative in organizing and promoting a service-area wide organization of high school and college counselors and guidance persons for the purpose of considering mutual problems, program articulation, and as a vehicle for disseminating accurate information about college programs and student progress or successes. Meetings should be rotated among the schools and the college.

d. Continue and expand upon working relationships and associations between College administrators and public school district officials.

e. Identify community organizations, in each population center area including local government, with which to work closely for the planning and conduct of educationally and culturally oriented activities.

f. In addition to advisory committees or councils organized in specialized vocational/technical areas in which college programs are offered, some means should be found by which top management business and industrial officials and top level college officials can communicate periodically on a sustained basis about trends in manpower supply and demands and the college role as a tool for economic and social development.

g. Written information materials about the College, including proposed and planned offerings (credit and non-credit) should be targeted to specific population and group segments of the region rather than disseminated on a broad shot-gun basis. These materials should be devoid of educationese and jargon, and messages should be easily understandable in a simple, straight forward, and clear fashion.

4. The College should consider establishing credit course offerings in the Sandpoint area based on a definite program plan, so credits earned by students can all be applied to either a one year certificate or a two year degree program. This should be done with assistance of an area planning group involving citizen representatives selected by the school districts from Priest River, Bonners Ferry, Clark Fork, and Sandpoint. Because of the danger of creating or further fostering a misinterpretation of the institution as less than college grade, the prime focus in the beginning should be upon credit types of program offerings. Planned offerings should be publicized for at least four semesters in advance. The same planning group could also assist in determining what special interest non-credit courses would be most appropriate for beginning to serve the backlog of interests and demands extant in the northern portion of the region.

Program Development

5. Each of the specific suggestions for courses and programs offered by each of the information groups or implied by occupations for which there was aspiration by youth or adults should be examined carefully by appropriate groups of faculty and administrators against present offerings. Faculty specialized in industrial and business related technical and other mid-level programs of education and training may find a basis in these listings for clustering with a view of program development to better serve the needs of people in the area. This effort should be approached in an open-minded fashion rather than with a defensive and rationalizing posture.

6. Clues for program development which emerge from all the information at hand should be followed up by appropriate college staff and officials

using ad hoc groups of employers and/or specialists selected from related areas of work to further assess the nature and magnitude of need. Some obvious clues were commercial art/graphic arts oriented to the printing and publishing industry, preparation for work as a travel agent or travel agency management (possibly a business option), sign language as an ingredient for social service types of workers, interior decoration, hotel/motel/restaurant management, and heavy equipment operation. Other clues which may emerge from the analysis recommended in Item 5 above should likewise be followed up.

7. Often a community college intent on serving a widely heterogeneous group of freshmen students will maintain considerable breadth of offerings at the first year level and in doing so will neglect to provide sufficient second year breadth. The college needs to remain sensitive, through periodic re-examination, to the need for maintaining an adequate breadth of sophomore level offerings to accommodate the future needs of students intending to pursue further collegiate education toward a bachelor's degree.

8. The College should consider taking the initiative in organizing an area Council for Mathematics Teachers, an area Council for Science Teachers, and an area Council for Computer Science/Information Processing each of which would be composed of high school and college instructors. The purpose would be to develop an understanding of what was being offering and the nature, scope, and sequence of content taught at both levels with a view of articulation. Levels of achievement expected for success in college level courses and the actual background levels of offerings and instruction available at the high schools need to be understood as a basis for engendering improvements at both levels. It would not be uncommon for high school teachers to view college instructors as aloof, inhospitable, noncommunicative, and having superiority complexes. But it is through getting to know each other and seeking to identify mutual concerns and problems in the interests of enhancing the education of youth that engenders trust, confidence, and cooperation. It is the spirit of working together rather than domination that begets success of this approach to curriculum development.

9. The College should establish a systematic procedure for periodically following-up on students who complete programs, or transfer, and for knowing more about what happens to students of different types who enroll at the college in different programs. Computerized programs should be developed which would enable officials to have a better understanding of input characteristics, progress made, and characteristics of the output by program and type of student entering.

10. College officials should without delay take steps to organize a series of meetings at the college with employers who expressed willingness and interest in discussing their needs for program development related to job preparation, job upgrading, or job retraining. Employers might be divided into classifications by type and invited to meet with faculty and administrators from appropriate compatible program areas to discuss programs currently offered and to listen to what employers have to say about their needs. It is recommended that prior to any such meetings personal interviews be conducted by a representative of the college with

a few representative employers to get a feel for their interests and concerns as a basis for structuring such discussion meetings. The College officials should find out among other things why employers rated as only fair or poor the extent to which existing educational facilities in the area meet the off-the-job training needs of employees.

11. The College should undertake further study in at least two high schools about what seniors have in mind when they say they "want a better college" or what they think friends who don't attend NIC mean when they "think the college is too high schoolish."

12. Ways should be found to increase the percentages of students who know about the full range of student support services available to them. While students are probably given all the information during orientation, after initial enrollment, appropriately placed signs and periodic bulletin board and school paper reminders might help to inform them better. The formally organized orientation program for new first-time students should be strengthened wherever possible.

13. The College should experiment at several locations with the scheduling of special interest classes for women during the daytime hours.

14. To serve the large backlog of demand for special interest, short term, non-credit courses/activities, local citizens planning groups (councils) should be organized to assist in determining what should be offered and in helping to publicize prospective offerings in their respective areas. This involvement would serve as a communication vehicle for the college to clarify the difference between special interest offerings as a college community service on the one hand, and college credit courses offered as part of a certificate or degree program on the other hand, and as a means of identifying community resources (people and organizations) that might be marshalled to help serve some types of special interests. There was some evidence that the college publicity materials announcing the offering of special interest activities (short term courses, workshops, clinics, etc.) should make clear the distinction between those kinds of self-support services and public funded regular credit courses.

15. In regard to the promotion throughout the five-county region of educational-cultural events, the college is advised to view itself as a catalyst and to perform a legitimate role of leadership in causing things of this nature to happen. A first step in that direction would be to develop for each village, town, or city an inventory of community organizations with social, educational, cultural, and economic interests through which work toward that end could be done. Once completed a procedure should be established for annually updating the inventory with names of persons in leadership positions. Possibly a representative group such as participated on the Citizens Advisory Committee of this study and composed of some of the same persons and/or community leaders who were identified and participated in this study would be willing to perform such a function if invited to do so by the College officials.

Support

16. In view of the financial and political realities extant in the Panhandle area and in the state of Idaho, North Idaho College officials should develop an aggressive initiative strategy to acquire resources for the construction of a new library-student services or library-classroom building, adequate facilities for athletics and/or physical education, and additional improved parking space. Regardless of political alignments and preference, legislatures tend to recognize local initiative and are more prone to favor requests for matching monies targeted to specific projects. Specific recommendations are:

    a. A concentrated effort should be made through the NIC Foundation to articulate the dire need for library facilities and to pursue a fund-raising campaign plan based on a specific notion of what is needed in terms of college goals and objectives. Such a campaign should target specific sources of potential gift income. Alumni constitute an institution's first targeted market for gifts. Another important resource are non-alumni friends of the college; nationally friends and alumni contribute 45% of all foundation gift income. Corporations and businesses constitute another source of income; under the 1981 Economic Recovery Act (ERTA) certain tax deductions are available to them for such donations. Another gift income source is philanthropic foundations of which there are over 22,000 in existence. Other potential sources are civic and fraternal organizations, auxiliaries, societies, and groups that display their philanthropic generosity by contributing to educational institutions for specific projects. Predominant methods through which funds are solicited are direct mail, telethons, written proposals, and personal solicitations.

    b. Conditions seem timely in view of the expected economic and population development of the Coeur d'Alene area for the College to explore aggressively the possibility of developing with other community and regional interests a joint facility to be located adjacent to and in the scenic atmosphere of the present campus a joint community-college Community Activities Center. This Center would be utilized as a downtown convention center, a community center, and an athletic gymnasium facility for North Idaho College with such facilities as indoor track and weight and body building facilities and perhaps swimming pool available to the community residents. Such a joint center could have far-reaching advantages in fostering economic, social, and educational goals for the entire region. Several examples of joint collaboration between town and gown for mutual advantage exist, and among them are Lansing Community College, Lorain Community College, and Florida Community College at Jacksonville; there are others. Kellogg Foundation, for example, does not donate money for buildings per se, but if in promoting community social and educational development it can be demonstrated that a tool in the form of a facility is needed to accomplish worthy goals to which they subscribe monies have historically been made available to match community funds for the purpose. If this concept were to materialize, the present gymnasium which is minimally adequate for athletics and physical education, with some rehabilitation, could be exclusively utilized for physical education activities.

c. Long-term campus development plans should include expansion of the provisions for parking motor vehicles. Presently, those facilities are congested and inadequate.

17. A long-term campus physical facility development plan is needed with prioritization for systematic modernization, rehabilitation, renovation, and construction of new spaces.

18. A long-range plan should consider whether it is in the best educational and economic interests of the college to plan on maintaining instructional activities in a number of small, older facilities scattered around the campus or whether some, if not most, of the instructional activities could be provided in more functional facilities with more efficient and economical utilization of space if housed together in a single larger facility. A case in point is the old mechanical arts structure containing much excess cubic feet and some excess square feet of non-functional space, the Business Annex facility which has served a temporary function, the Winton facility with its crowded and limited space for nursing instruction, and the Industrial Arts building.

19. There are experienced and reputable energy audit firms that, for a reasonable fee, can recommend structure modifications that in a relatively short time pay for themselves in cost savings. Some financing arrangements are contingent on the realization of guaranteed cost savings. It is suggested that the College consider utilizing such services.

20. There are other firms specializing in color and design schemes to enhance the aesthetic quality of facility interiors around a pleasing and unifying theme. The idea of seeking this type of assistance should be considered for modernizing and changing images exuded by some older facilities. (A visit to the industrial/technical instructional areas of Spokane Community College would demonstrate the use of color and design as a means of effectively treating hallways and walls to create a conducive pleasant decor.)

21. High on the priority list of health and safety considerations should continue to be the provision of adequate fire detection mechanisms, highly visible and easily accessible fire extinguishers, and clearly marked emergency exits throughout the campus. Improved lighting intensity is needed in certain spaces. Perhaps much of the needed open and lockable storage space needed could be provided through projects engaged in by the carpentry program participants. Licensed electricians would probably be needed for increasing the number of outlets where needed.

22. The college should study carefully its compliance with Section 504 of the 1973 Rehabilitation Act regarding handicapped accessibility to be sure it is adequate.

23. Adequate climate control (heating, cooling, ventilation) seems to be a pervasive problem throughout most of the campus building structures. These problems need to be rectified as planning progresses.

24. There is need for the development, maintenance, and continual update of records and inventory of instructional space and equipment, service space, and construction/renovation (i.e., blueprints).

25. The campus atmosphere and appearance would be enhanced by uniform and prominent signing of buildings and all spaces within the building interior, and matching exterior color schemes for all campus buildings.

26. All programs in the field of business--management/administration, accounting, merchandising, secretarial/clerical, etc.--whether offered for students planning to enter a job after attending NIC, to upgrade job skills, or to pursue a four-year degree, should be housed in one location with appropriate faculty offices and classroom-laboratory facilities in proximity to one another. The college campus development plan should include such provisions.

27. The minimum level of financial support of student personnel (development) services as a percentage of the operating budget should not be allowed to decrease below the current funding level. Due to the nature, characteristics, and backgrounds of youth and adult students who enroll at NIC, these services, especially the counseling, testing, and financial services, are critical.

28. It is recommended that a faculty task force be organized to follow-up on the findings contained in this study as to the specific changes needed in: space configurations, provisions for practice of laboratory procedures, arrangements for using audio-visual media and greater computer utilization for instructional purposes, equipment and supply storage, environmental control, and other noted improvements. Recommendations for change should be prioritized within short-term, medium-term, and long-term classifications and made part of the development plan.

29. While the iron is hot and in timely fashion Board of Trustee members and chief College administrators should take steps to capitalize on the interest and expressed willingness of employers to provide direct monetary support for college program development as well as tuition and fee reimbursement and released time for employees to get further education and training. Some have also offered in-kind staff, equipment, and space support, and the specific nature of these opportunities should be explored without delay to determine if they would enhance existing program offerings or could be used to offer new non-existent programs needed.

30. The Board of Trustees should explore the feasibility of expanding the local tax base for College support to encompass the entire five-county territory.

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